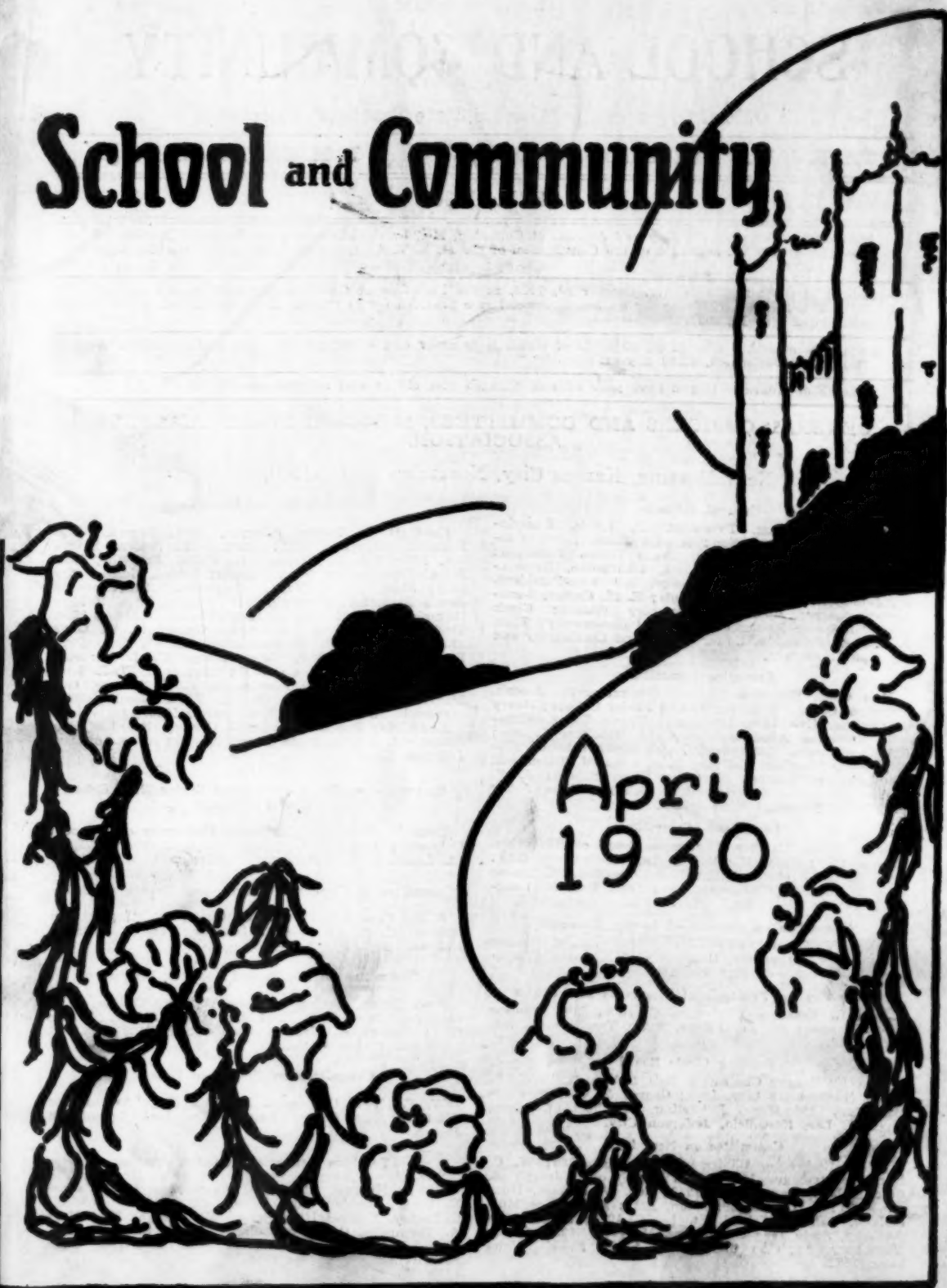


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School and Community

April
1930



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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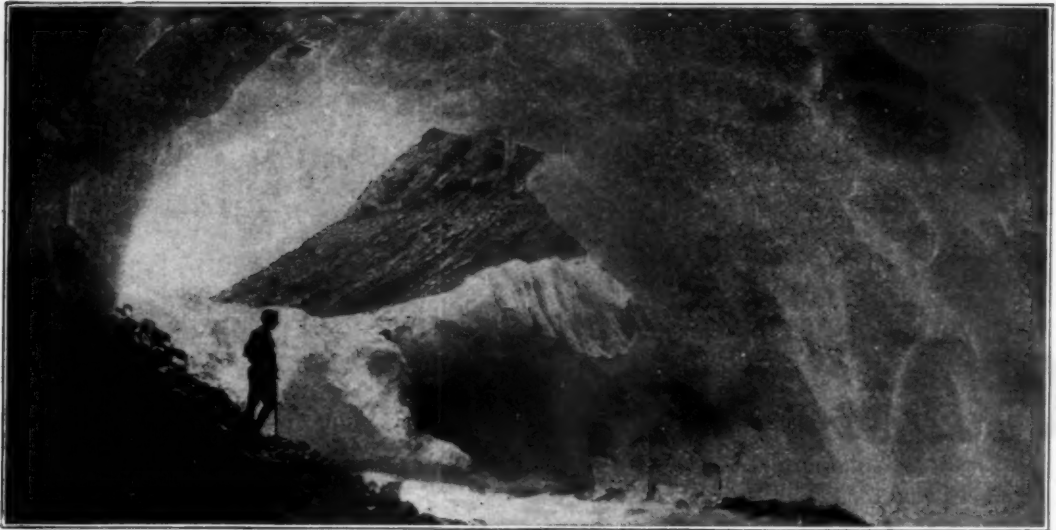
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 University of Washington, Seattle—June 18-July 25 and July 28-Aug. 28.
 University of Idaho, Moscow—June 10-July 18.
 Washington State College, Pullman—June 11-Aug. 8. Athletic Coaching School, June 16-28.
 Oregon State College, Corvallis—June 16-July 25. Athletic Coaching School, June 16-28.
 Oregon Normal School, Monmouth—June 16-Aug. 29.
 So. Oregon Normal, Ashland—June 16-July 25 and July 28-Sept. 5.
 Eastern Oregon Normal, La Grande—June 16-Aug. 29.
 Washington Normal College, Cheney—June 2-Aug. 14.
 Eastern Montana Normal, Billings—June 16-Aug. 15.
 Montana State Normal College, Dillon—June 16-Aug. 15.

For booklets and more complete information about school or schools you are interested in, address E. E. Nelson, 244 Northern Pacific Railway, St. Paul, Minn.

A NEW Train for Summer Travel West...the
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Yellowstone

Rainier Park, Mt. Baker Forest, Alaska and California may be included in your summer excursion ticket for a little added expense. May we submit itinerary and costs from your city?



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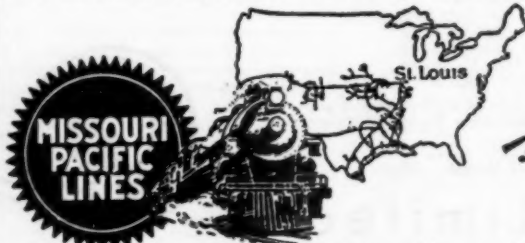


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Sometimes it seems that the public is so accustomed to the conveniences of modern railroad service that it seldom, if ever, recognizes the fact that even the most simple purchase contains the romance of industry, commerce and human progress. There is hardly a commodity in daily use that does not reflect the combined services of a great many people and few realize how much of that service is performed by the railroads and what a small portion of the consumer's dollar ever goes to the railroads for their services.

A case in point is the consumer's dollar spent for bread. Some interesting figures have just been compiled showing that the producer gets 28.1 cents of the dollar. Transportation of the wheat represents 2.6 cents. The elevator margin is 2.8 cents. The flour manufacturer gets .6 cents. The transportation of the flour represents 4.4 cents. The bread manufacturer gets 12.3 cents. The selling cost is 16.4 cents, the "overhead" chargeable to manufacturing is 8.5 cents and the profit accruing to those engaged in manufacture of bread is 5.7 cents. The operating cost to the retailer is 15.7 cents and the profit margin to the retailer is 2.9 cents.

Super-service on the part of the railroads is an essential necessity today. The Missouri Pacific Lines appreciate this and will continue to exert their best efforts to this end that the public may have the reliable, dependable railroad transportation that it needs and must have.



I solicit your co-operation
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W. B. Egan
President

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IMPROVED railroad transportation is enabling manufacturers in the state of Illinois alone, to successfully carry on their business with reduced inventories that total \$420,000,000 annually. On the basis of a total value of approximately 80 billions of dollars—the estimated annual value of all manufactures in the United States—this means that improved railroad service is saving American business at least the equivalent of the interest charges on five billion dollars. The reduced inventories in Illinois were effected out of a total annual volume of business that is slightly less than six billion dollars.

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So-called "hand-to-mouth" methods of doing business now are vital factors in our entire industrial and economic scheme of things.



The Facts

*of other women teachers
prove what you can!
earn this summer.*

Last summer 41 teachers averaged \$587.83 each for the summer period under the Compton Travel-and-Make-Money Summer Plan.

Letters of appreciation from scores of teachers speak enthusiastically of the Compton Plan and the money, experience and happiness it brought them. Many are returning for the Summer of 1930.

WEIGH the evidence. Consider the facts. Before you make your summer plans know exactly what Compton's Travel-and-Make-Money Summer Plan offers you. This advertisement can not give you complete information. It is published only to show you *why* you should investigate. To prove what other women teachers have done—inexperienced but ambitious teachers. To show you the dependability of the Compton Plan. To ask you—if you want to travel and make money this summer, if you want new, helpful experiences with worthwhile companions—if you want a profitable summer in every sense of the word—to ask you, then, to send the coupon!

Does a \$500 Summer Appeal to You?

\$50 to \$75 per week—a \$500 summer—is not the limit of what the Compton Summer Plan can bring you. Your own will-to-

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And more! For beyond money there is great satisfaction in the work we plan for you. You return to School with widened experience and broader understanding. You are associated with one of the foremost educational movements—so you continue your own worthwhile educational work. You *grow*—while you travel with congenial teacher companions and make money.

No experience is required other than two years of Normal School or College Training and three years of teaching experience—and you should be 23 years of age or over. We supply—free—any other training you may need. Your pay check comes to you each week, and you earn while you learn.

Write for Details

With many teachers a summer-time of \$200 to \$400 per month has led to permanent salaried positions of \$4000 to \$5000 a year. That, too, may interest you.

Do you know of any other business or profession

*in which beginners
can earn from \$35.00
to \$100.00 a week
and more during the
summer vacation?*



Claudia Jordan watched other teachers make as much in a summer vacation with Compton's as they made at teaching during the entire year. She said to herself, "If others can, I can too!" Her typical weekly check of \$55.00 and more tells the story.



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College or Normal.....Years of Training.....

I am teaching in.....My position is.....

I have had.....years of teaching experience. My school closes.....

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AN ACCOMPLISHMENT

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These teachers were thoughtful of others. As a result their relatives in part dependent upon them were benefited.

**WHAT HAVE YOU DONE
ABOUT THIS INSURANCE
THAT YOUR ASSOCIATION
HAS PROVIDED FOR YOU?**

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EVERY Missouri teacher has either a dependent or someone to whom he or she is obligated, yet of the 23,700 teachers in Missouri, only 2600 have actually taken out this insurance. The cost of the insurance is very low. A \$1000 policy will cost you \$7.00 a year—\$5000 will cost you \$31. Intermediate amounts in proportion.

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Via
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The constantly increasing demand for trained persons in these positions has caused the University of Denver to prepare a special summer course.

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**If you are planning to
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get in touch with Lincoln University.**

The Summer School of that institution, June 9th to August 15th, is being reorganized with the view to being of especial service to active teachers who desire to modernize their technique and to increase their knowledge.

As to courses and terms, write

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Jefferson City, Mo.**

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TO
\$300**



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My salary is \$..... I teach at.....

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Alberta Walker

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EDITORIALS

THE PUBLISHED REPORT of Governor Caulfield's Survey Commission has recently come from the press and several thousand copies have been distributed over the state,

THE COMMISSION'S REPORT

for the most part to editors and publishers who are in a position to give its contents publicity. The report contains over 1100 pages of printed material—too much for public consumption and yet simple in its general import.

Its import is simply this:

Our State is doing a miserably poor job in taking care of its obligations, so far as those obligations relate to criminals, delinquents, insane, and children. Note these quotations from the Report on Penal and Eleemosynary Institutions selected at random:

The Penitentiary

"Conditions at Jefferson City are not at all what are desired in present day prisons. I find in this institution the following:

"1. A dual system which burdens the warden with responsibilities which he should not be required to assume and a system which deprives him of certain duties for which he should be held directly responsible.

"2. Political influence.

"3. Crowded conditions.

"4. Lack of employment.

"5. Unsanitary conditions due to crowded conditions and an ill-planned building program.

"6. Lack of recreation, modern library, religious activities and an adequate educational program.

"If the head of an institution holds his position because of his political connections, he must necessarily cater to those through whom he received his appointment and he is naturally subject to their every wish. It is a very difficult thing to abolish the political touch in such an institution, but the people of Missouri should demand it and the legislators and executives should see to it that politics are barred.

"To begin with, there is nothing more harmful than the system of keeping more than one man in a cell. Such a system cultivates the vicious practice of homosexuality which in all prisons is something of a problem. To keep more than one man in a cell is to place this problem absolutely beyond control and there is nothing that can be done to prevent or reduce this practice.

"There is an absolute lack of privacy in these cells. I have found that some of the most hardened criminals have some virtues and that many of them are modest to a degree. Others, I know, have bended their knees and bowed their heads in prayer to the Creator and if we can encourage such virtues, trivial as they may appear, there is always a hope of returning the man to society in the proper frame of mind. Under crowded conditions this is impossible and the men often lose what little respect they have when

they enter the penitentiary. There is nothing so conducive to mob spirit as one man continually jostling against his neighbor. The danger of having more than one man to a cell is well recognized by prison authorities from the standpoint of safety as well from the objections above outlined. While one or more men may be tampering with a bar or with a lock, a cellmate may be on the lookout for the officer and this is a very dangerous situation to say the least.

"The bucket system is still in use as there is no plumbing; conditions are terrible, and the bucket system should be abolished as soon as possible and proper equipment installed. It is absolutely impossible for the inmates to keep clean and healthy under such conditions.

"There are many men confined in the state penitentiary who are mentally unsound and who should be transferred to a hospital for the dangerous insane or to a general hospital for the insane. Such cases add to the housing problem and it is impossible to give these men proper treatment.

"There are a great many idle men. Such a condition is a very dangerous one as well as being detrimental to the inmates.

"In the various shops there is little light and ventilation. One of the things that impressed me most in the shops is the fact that all of them seem to be veritable firetraps.

"The hospital for tuberculosis patients is in terrible condition. The building is dilapidated and is a fire trap, absolutely unfit for its present use."

Industrial Home for Girls

"Firetraps in every sense of the word. These girls are in bed at 8:30

and the doors to their rooms are strongly barred from that time until the awakening hour. No one remains on duty during the night, and the windows are barred.

"If Missouri does not take another step towards the betterment of its institutions, it should do everything possible to prevent what might be little less than a holocaust. To permit any of these kids, you might call them, to be burned to death or to be permanently disabled and disfigured by fire would be a crime that no state could afford to shoulder.

"I was greatly disappointed to find that there is no hospital at this institution and that the ill had to be cared for in their rooms or at private hospitals. The venereal rate at this institution is very high and the practice of permitting those with active cases to mingle with the other girls is one that should not be tolerated.

"The heating plant is inadequate. Only one boiler is available; what could be done in the case of an emergency, I am unable to say."

Missouri State Reformatory

"While the institution is termed a reformatory, I have been unable to classify it to my own satisfaction. It seems to be a combination of penitentiary, reformatory, state training school and orphan asylum. It is surprising to note that children, almost infants, are confined in what is classed as a correctional institution.

"As stated with reference to other Missouri institutions, this one is no exception and the institution is overtaxed some 80%. The dormitories are crowded accordingly and living conditions are far from what they should be for young men and children.

"I was greatly surprised to see that the negro dormitories were kept much neater and cleaner than those housing the white boys. The beds are in a very poor condition and this should be remedied with haste.

"Conditions in the dining hall are very undesirable. Large bowls are placed on the tables and the children help themselves in a thoroughly disgusting manner. The use of tablecloths or even white oilcloth would greatly improve appearances.

"The food did not impress me as being well cooked or wholesome.

"Again I cannot help but think how fortunate Missouri has been in not having a disastrous fire. Some of the inmates of the reformatory sleep in the very building that houses the boiler room and only wooden and well worn stairs are furnished as a means of escape in the event of a fire.

"I was told that the children are forced to retire at seven-thirty. If there were proper reading rooms and other means of relaxation, the practice would not be so undesirable. However, to compel these boys and children to retire to overcrowded and stuffy dormitories and to poor beds at that time of the night is almost an unbelievable thing. This practice undoubtedly increases masturbation and other vicious habits. With a gymnasium, swimming pool, reading rooms and other entertainment, these inmates could be permitted to stay up a reasonable length of time and then retire.

"I cannot help but feel that these children are given little encouragement and that they hold little hope for the future. The morale is very poor and it is undoubtedly a result of overcrowding, poor food, unsanitary

conditions and the fear of physical punishment as well as an inadequate system of recreation."

SCHOOL CONDITIONS are comparatively as bad in many communities. Conditions in the "insane asylums"—to call them "mental hospitals" is ridiculous irony—
 are unbelievably horrible
 in some instances and
 tolerable in few. Im-
 agine 139 mentally ill
 women housed in a dormitory with
 only one bath tub and four closet seats.

**OTHER
BAD
CONDITIONS**

Revolting as these conditions are, they are not primarily due to bad management. Superintendents and boards are for the most part doing what they can with the means at hand, according to the Report.

ULTIMATE responsibility rests upon an outworn, unjust, and inefficient system of taxation—a system that has piled 97% of the burden on 20% of the wealth
**TAX SYSTEM
OUTWORN** —while it favors 80% of the wealth by allow-

ing it to support but 3% of the burden. The Commission's work with reference to our tax system has revealed a situation which shows that tangible property, city as well as rural, is paying five times its proportion of tax while, intangible property is getting off with only one-twenty-seventh of its share. This fact alone might account for a large part of the slump in farm values. It is also beginning to show its effect in decreased values of city real estate.

TO MAKE these facts known becomes a serious obligation to the teacher. Only when they are known can we hope to have
**THE TEACHER'S
OBLIGATION** that demand for reform and relief that will make such public officers as are

simply political opportunists act. The people are entitled to know the truth, even the brutally unpleasant truth about our institutions and our system of taxation. When they do know it, they will see to it that remedies are applied.

The Governor's State Survey Commission composed of men who are somewhat typical citizens furnishes a fine example of what a transformation will be wrought by information. Seeing these conditions, each of the seven has become an advocate of reform and a proponent of progress.

MR. FRED NAETER has been engaged to deliver the graduating address at the commencement exercises of the Chillicothe high school. He should be similarly engaged for many more addresses and so should each of the seven members of the Survey Commission.

The superintendent who this year fails to have some adequate statement of the work of the Survey Commission made at his commencement exercises is either asleep, hopelessly dumb, or pitifully afraid and helpless.

A Teacher

INSCRIBED TO THE BEAUTIFUL MEMORY OF ONE WHO
GAVE HER LIFE TO HER WORK

ROBERT UNDERWOOD JOHNSON

(From N. E. A. Proceedings, 1916)

GO, PRAISE the Hero, ye who may:
I sing the Teacher—one for whom
The morrow was but more today—
Whose fainting labor showed the way
To pluck one's gladness from his doom.

The leisure others gave to joy
She gave to toil; to fill the day
With wine of wisdom her employ.
She, once as merry as a boy,
Had long forgotten how to play.

I see her, when the scurrying band
Have left her, weary and alone,
Her pale cheek pillowed on her hand,
Watching the wistful evening land
Without repining, tear or moan.

Mayhap her spirit, never sad,
(Ah, what a challenge memory stirs!)
Demanded why grim fate forbade
Her motherhood, who gave each lad
The love she might have given hers.

She dwelt within a life-long dream
Of seeing lands of far romance—
Of loitering by Arno's stream,
Of catching Athens' sunset gleam,
That can alone its fame enhance.

Still, an uncloistered nun she went,
With naught more fretful than a sigh,
And in her happy task she spent
Her sweetness, like some rose's scent
In sacred treasury laid by.

Her pure devotion did not gauge
Her service by her daily need;
And not her scanty, grudging wage,
Nor spectre of forsaken Age,
Could take the beauty from her creed.

She faced her calling as it stood—
Incessant, onerous, obscure;
Content if she but sometime could
Be silent partner with the Good
Whose victory was to her so sure.

She knew that all who reach the height
The path of sympathy have trod;
And pondered, many a wakeful night,
How she could aid with gentle might
The unseen miracles of God.

What tho she might not wait the fruit?
What tho she went before the flower?
She gave the timbre to the lute,
And in the voice that else were mute
Divined the rare, supernal power.

Of all she lent her strength, a few
Shall wear her name as amulet.
How many more who struggle thru,
Remembering not to whom 'tis due
Shall still keep memory of the debt!

Oh, could we know of life the whole
Hid record, what an envied place
Were yours upon the honor scroll,
Ye faithful sentries of the soul,
Ye childless mothers of the race!

GLEANINGS FROM ADDRESSES AT ATLANTIC CITY CONVENTION

SUPERINTENDENCE DIVISION OF THE N. E. A.

Aristocracy and Democracy in High School.

FAILURE to teach any subject long enough, well enough, or in close enough connection with other subjects to produce an intellectual result comparable in quality with that produced by the secondary schools of Europe, and the leveling down process to accommodate pupils of low mentality constitute tendencies of the secondary schools of the U. S. which are to be decried, according to a quotation from W. S. Learned of the Carnegie Foundation, given by H. W. Holmes, Dean of the Harvard Graduate School of Education in discussing the above subject. Citing Briggs as author of the statement that our schools were not directing their work toward the production of effective citizenship, and Judd in his defense of the flexibility of the American school which flexibility gives to every child opportunity to find something that he can do, the speaker asserted the issue to be:

"Shall education at public expense be a free offering of detached units, open indiscriminately to pupils of every grade of intelligence above feeble mindedness, combined in any fashion that will produce a total acceptable for graduation; or shall connected curricula with definite objectives be established and pupils incapable of pursuing such curricula be excluded from them?"

Summing up his argument he concluded:

"No doubt the state may profit by secondary education organized on the 'opportunity' basis, but 'opportunity classes' should have immediate and specific objectives primarily vocational. Full-time day schools on the secondary level should be organized to achieve well-defined aims, vocational, preparatory, or social, that can not best be achieved by part-time or continuation courses. Failure in a secondary-school curriculum must necessarily involve loss of time. Guidance is essential in order that failure may be minimized; but no pupil should be kept in school as if he had a right to be there, irrespective

of his ability, industry, or achievement. Equality of opportunity pressed to its limit in education is socialism. It means no distinction between pupils as to interest, ability, or effort. Democracy itself calls for such distinctions.

Business Men Concerned About Financial Side of Education.

J. J. O'Connor, U. S. Chamber of Commerce.

SOUND PRINCIPLES of school financial administration have been identified, but business men and business organizations are concerned over the delay in placing them in everyday practice.

Substantial progress had been made within recent years toward demonstrating the desirability of long-term planning of school construction programs, discriminating use of borrowing power, centralization of administrative responsibility, more complete use of existing buildings and equipment, standardization of building plans, uniformity and central purchase of supplies and moderation in the making of expenditures of experimental character.

Commerce and industry are interested in seeing that the transition from tested theories to actual practice is accelerated, in order that the appreciable results in the way of economy and efficiency may be realized. If the business man and business organization, on the basis of experience right at home, could know that those principles were being carried energetically into full force and effect, they could be of material assistance in the extension and development of sound fiscal control of school affairs.

It is time that we speak once and for all the belief that business men either fail to appreciate the tremendous intangible values of public education, or are the implacable foes of educational expenditures simply because they now are large and tend constantly to grow larger. Such a belief not only is untrue; it is unjust, and bars the way to sympathetic cooperation of business men and school officials in the planning of well-rounded methods of school financing.

The truth is quite the contrary. Who is "the business man"? In his points of

view and interests, he is a citizen before he is a retailer or manufacturer, and he usually is a parent before he is either. He wants for his children the best education for which he can afford to pay, but he has some doubts about whether the educational expenditures of the country may not be outstripping the productive resources upon which, in the last analysis, they depend.

He is willing—in fact, insists—that the trained educator be the judge of the curricular elements and sufficiency of public education; but he also believes that laymen, skilled in matters of financial management, can bring valuable experience to the fiscal problems of the public schools, to the joint benefit of taxpayers and the schools themselves.

Education, An Applied Science.

Frank N. Freeman, University of Chicago.

ABUNDANT examples might be given of the applications of the methods of scientific investigation to educational procedure. Many problems in methods of reading, writing, spelling, arithmetic and the other subjects have been solved or partly solved by studies in the educational laboratory or in the schoolroom. Science has also found a way to teach successfully many of the children who formerly seemed unable to learn certain of the school subjects. Scientific studies have accumulated at such a rate that education may now fairly be called an applied science in the same sense as medicine and engineering are applied sciences. Like these other professions, education is coming to rely more upon the findings of experimental and of statistical or historical investigation and less upon philosophical speculation.

Science, therefore, must furnish the chief basis for the preparation of the teacher. The expert teacher must, of course, have ability, experience and judgment in meeting emergencies as they arise. For this reason teaching is an art as well as a science, just as are medicine and engineering. But if we think of teaching as being mainly an art we will rely on tradition rather than on science. This would be a serious mistake, for the chief guid-

ance of our behavior in teaching should rest in science.

Jazz Influences Undermining Character.

M. V. O'Shea, University of Wisconsin.

THE CHIEF problem of any people is to keep the younger generation in an eager, learning attitude long enough to acquire the wisdom, culture, skills, accumulated by their predecessors in their experiments in the art of living. As a people grow older and wealth and opportunities for self-indulgence increase, there has always been in other times and places and there still is among us a tendency for the young to become indifferent too early toward the mastery of knowledge and the achievements essential to the continued stability and prosperity of a people. Nations once capable, powerful, stable have passed out of the picture completely or are in a state of decay to-day, largely because the younger generation have not been or are not now plastic, teachable, docile long enough to become possessed of the knowledge and skills transmitted to them by their forbears. The tendency of all peoples as they grow older is to become congested in urban centers, with the result that the young become unduly stimulated and emotionally excited by things of only immediate or temporary value. They seek gratification of elemental impulses and become increasingly callous to the appeal of unemotional, intellectual achievement. The schoolroom becomes a dull, uninteresting place to them. Among some gregarious peoples where children are incessantly acted upon by exciting influences, it is impossible to hold young persons in the schools until they attain the grade in knowledge, skill, and self-control reached by their ancestors, with the inevitable consequence that the civilization deteriorates.

The young in America are going the pace faster to-day than the young people have ever gone before. Jazz influences are playing upon them in a way and to an extent that should immediately receive the earnest attention of educators, parents and all who are interested in individual and social well-being. Already it is possible to observe children even in the graded schools who are blase and sophis-

ticated and resistant so far as intellectual growth is concerned. They are losing altogether too early their eagerness and enthusiasm for knowledge and achievement that are essential for the perpetuity of our civilization. Our children are becoming congested in urban centers,—rural schools all over the country are being closed because there are no pupils for them, the while it is impossible to build schoolhouses fast enough in the cities to take care of the rapidly increasing school population. Amusements of a highly emotional character for the young are multiplying at an unbelievable rate. Our entire program of out-of-school life so far as the young are concerned is tense, exciting, overstimulative, so that our children are coming to a head too early, just as children have done and are now doing in other places. This is why it is imperative that the school should play an increasingly larger role in guiding the young so as to protect them from the allurements and excitements of the world in order that they may grow intellectually long enough to conserve the culture, knowledge, and skills that they have inherited.

Expenditure Without Equivalent Value.

Geo. N. Childs, Salt Lake City, Utah.

A GREAT DEAL of the waste of time and money in education, viewed from the standpoint of justifiable returns, may be eliminated, and it is the duty of administrators to discover such waste and reduce it.

The program of elementary education, as it has existed since its beginnings in this country, has provided an excellent opportunity for expenditure of time and money on the part of the students and general public without the equivalent of value received. The eight year elementary school program has included reliefs from other days when the school term was short, equipment and books were lacking, and teachers were inadequately prepared. The curriculum was "stuffed" with subjects, processes, and problems that were of little practical value to the majority of the students in their future work.

Modern scientific education has discovered these obstacles to economy in education and has made progress in eliminat-

ing them and providing a more consistent program of education. The subject matter of today must pass the test of individual and social values, and, moreover, must be adapted to individual capacity.

The Function of the State in Meeting the Changing Demands of Modern Life

John A. H. Keith, State Superintendent of Public Instruction, Penna.

WHAT IS the function of the State in meeting the changing demands of modern life?

In the first place, it is the function of the State to be constantly studying its own laws and as constantly discarding those that, because of changed relationships, no longer help life forward.

Secondly, the State should be constantly studying changes in economic and social relationships and planning legislation designed to facilitate adjustments to these new relationships.

Third, the State should see to it that justice and equity and equality of opportunity are preserved despite all changes.

If we live in a world of change, the most perfect adjustment is possible only on a basis of understanding the new element in terms of its genesis from older forms, and, while making one particular adjustment, mentally canvassing other possible adjustments. This is only our way of saying that understanding and versatility are necessary to adjustment to new conditions. One cannot very well "Attempt the Future's portals with the Past's blood-rusted Key." If it weren't for some knowledge of the past, however, one would never recognize anything as portals—much less as the Future's portals. Idealism, etherealized to the point of a complete break with the past, has little to its credit.

There are basic things to be learned, even though all life takes on the merry-go-round and jazz form. We have adding machines, slide rules, and comptometers, but addition underlies them just as truly as it preceded them. We have telephones, telegraphs, typewriters, victrolas, and radios, but we still have speech and written language. Despite fifty-seven varieties, we still have cucumbers, and despite one hundred and fifty-seven varieties of break-

fast foods, we still have wheat, and corn, and oats. And with all the changes and all the new things, we still have need for the basic virtues and moralities which, through the ages, have held human society to its upward course.

It is constantly becoming clearer to us that the teacher should be more than an encyclopedia of the knowledge to be taught and an adept in the skills correlative. The teacher should be a person who knows what life means and who understands full well that her work is to bring to pass the miracle by which boys and girls become self-poised, self-reliant, right-minded, comprehending, and co-operative men and women—worthy citizens in a democratic social order.

For too long a time, too much emphasis, it seems to me, has been placed on habit. I know full well and gladly concede the place of repetition in mastery of techniques. My objection arises when the same procedure is carried all the way through the educative processes of the school. There is a place for initiative, for originality, for versatility, for the development of which all too many of our schools and of our methods are inadequate. The craze for standard tests has set us back a decade, at least, in this matter.

The State must concern itself with education because it must safeguard the future. It must see to it that equality of educational opportunity—as regards externals and internals—is provided. The education which it thus provides must be as wide and as varied as life itself and it must also be so related to the social order and to the social process, which has produced the social order, that those who are educated by it may valiantly preserve the past, efficiently maintain the present, and undauntedly face and plan for the future.

The function of the State in meeting the changing demands of modern life is so to organize and order procedures that ever more abundant life is the heritage of successive generations.

Machine Theory of Learning Denied.

R. M. Ogden, Professor of Education,
Cornell University.

THE VIEW of learning commonly taught to beginning students of education is that things which happen together form a union. Thus repetition becomes the chief method of learning, and the so-called law of exercise is the one which educators are most apt to stress. Recent researches—particularly the extirpation of brain-parts after learning—show that there is no such necessary localization of associations in the brain as this law and its implications presupposes. Instead, any brain-cells in a system of certain ratios will reproduce a certain kind of behavior which previously may have involved quite different cells.

According to the Gestalt view the pattern of learning is such a ratio and is therefore unanalyzable into parts. A "machine-theory" of learning is denied and a dynamic theory is advocated. While it may be logically more simple to teach that the whole of a complex act is built up by an assemblage of parts, the facts do not warrant this view. We must, therefore, re-write our chapters on learning in terms of functional units whose partial aspects are members of the whole, and not elements which form the whole by a mechanical process of amalgamation. The view that an organism functions in a field of forces which operate to disturb its equilibrium, and that equilibrium is restored by a dynamic self-distribution of energy rather than by the conduction of energy through fixed pathways, is the only one that seems to meet the requirements of our present knowledge of the facts of learning.

Public Needs Visual Impressions of Modern Education.

Worth McClure, State Teachers College,
Buffalo, N. Y.

WHY DOES THE little red school house have such a hold upon the imaginations and affections of its generation? I fancy one potent reason was because it was the center of a definite set of visual impressions. Parents assembled at frequent intervals to witness with their own eyes the wonderful things which their children had been taught to do. The lyceum and the singing school were part of the activities of the little red school

house. The whole community had constant visual demonstration of school life.

There never was a time when the public needed a visual impression of the schools more seriously than it does at present. On the one hand we are confronted with constantly increasing cost arising from constantly increasing demands. On the other we are faced by the utter inability of today's public to visualize the modern school room. The superintendent must lead in the interpretation of his schools. His clear sense of educational values must be as clearly understood by his teachers. Care must be taken to facilitate the visualization of these values by the community. We have neglected many valuable avenues. Let us view in this light the school entertainment, the school exhibition, school bulletins for parents, the pupil's report card, and the student publications. The school entertainment must be more than a vaudeville show. The elementary school paper will enter the home of practically every patron and it can be published with little effort and expense. It is one of our most valuable media. Newspaper publicity should be considered as a supplement to these visual evidences of the advance of school policies.

America Cannot Afford to Lose Rural Heritage.

Edmund de S. Brunner, Institute of Social and Religious Research, New York City.

THE RAPID movement of events in the last fifteen years has produced a number of changes in American rural life. Some of these changes have created critical situations that must be faced by those who serve the country.

This century has seen a tremendous migration of people from farmstead and village to town and city. The music of the machine has been the Pied Piper drawing old as well as young. The rural people have become very decidedly a minority element in the national life and they must adopt the procedure of a minority group in their statesmanship.

Partly because of this there has been a growing rural-urban conflict. Village and farm are realizing their identity of interest far more than in the past but rural and urban America are at opposite poles

on many major national issues from the tariff to prohibition.

The agricultural depression has aggravated this issue. Agriculture did not recover from the post-war deflation. Capital investment in farms shrank \$25,000,000,000 or more than 25 per cent between 1920 and 1925 and has been declining slowly since that time.

This has made more acute, in view of the rising standard of living, the inequality of funds for educational and social service in rural America as compared with urban. How can democracy give actual equality of opportunity to country people? Rural leaders, especially educators, as those most concerned, must answer this question.

Finally there are a host of problems growing out of the urbanization of life. The radio, the press, the motion pictures on the social side, corporation farming, chain stores, bank and industrial mergers on the economic side tend to weaken the basic social idealism of rural America. These agencies of the 20th Century cannot be stopped, should not be, but the values inherent in American rural life must be conserved. America cannot afford to forget or lose her rural heritage. The rural school can emphasize its basic values.

The Great Curricular Expansion As Indicated by Reading

Charles H. Judd, University of Chicago.

IN THE YEAR 1890 President Eliot asserted in a public address that all the reading materials covered by the pupils in a typical American elementary school during the last six years of the curriculum of that school could be read aloud at a moderate rate in 46 hours. This means that the reading materials covered in a year by elementary pupils in 1890 could be read aloud in eight hours or less.

I have asked several teachers in average elementary schools of our day to make estimates of the reading materials covered by pupils in the fifth grade, this being the middle grade of the period covered by the estimate made by President Eliot. I find that the amount of reading mastered in the average present-day fifth grade is eight or more times as great as that reported by President Eliot.

The meaning of these facts is clear. Even if we make our comparison without regard to such additions to the curriculum as the arts and the special subjects such as physical education, the difference in quantity of reading shows that there has taken place within the last four decades a great expansion in the content of instruction in American schools. This expansion of the curriculum has been necessary to keep education abreast of expanding civilization. American social life and American industry have undergone within a half century a complete revolution. The demands made upon the individual in our times for a broad view of the world are so far in advance of those which were imposed on the common man in 1890 that the elementary school has been compelled to enlarge its offerings much beyond what was provided a generation ago.

**Common Interests Legitimate Basis for
Friendship Between Superintendent
and Teachers**

Mrs. Susan Dorsey, Los Angeles,
California.

SINCE THE relationships between teachers and superintendent are first of all professional, friendliness will find its legitimate basis in their common interest in a professional work; a factitious attempt at friendliness, one that does not grow naturally out of a common interest and effort, will prove disappointing; an attempt at friendliness based on the self-seeking motive of either superintendent or teacher will prove a hateful sham.

The superintendent may **show** a friendly spirit by securing a physical environment for teachers favorable to good work, as free as possible from all disturbing influences. The friendly superintendent will give the teacher help in her efforts toward a better understanding of all the problems of instruction; will encourage her to improve herself through further study and provide the ways for such study when possible, recognizing the extreme need for constant growth at a time when the increase of knowledge surpasses anything yet experienced. He will take his teachers into his counsels on the presumption that those who do the teaching must have valuable contributions to make in

all matters pertaining to instruction and the general conduct of the schools.

The friendly superintendent will feel a concern in the more personal interests of the teacher, such as salary, tenure, and retirement, matters that influence greatly, for better or worse, teacher service and life. He will note and make recognition of cases of teacher endeavor and special achievement; also, he will not forget the kindly word in times of disappointment and sorrow.

The most kindly disposed superintendent cannot of himself achieve the friendly spirit in school relationships; teachers in turn need to accept approvingly the social concept of education, even though it require constant adjustments in instruction, school activities and relationships.

If our future world is to be and continue friendly, education must provide instruction and experiences in social living to a greater degree even than at present, and a friendly atmosphere must pervade all school relationships.

Increased Costs Inevitable.

Frank W. Ballou, Washington, D. C.

THE INCREASED cost of public education was largely inevitable, and hence beyond the power of school officials or boards of education to prevent. To prevent it, boards of education would have had to possess the authority to maintain the purchasing power of the dollar at its pre-war value; to persuade children to remain away from, rather than to enter, the public schools; to get along without any new school buildings; and to convince the patrons of the public schools that the 1910 model of our educational product was satisfactory to meet the demands of the year 1930.

The increased cost of public education has resulted from an extraordinary increase in school attendance and an unusual increase in the amount of school-house construction, due to the cessation of construction during the period of the war, and a necessary and long-deferred increase in teachers' salaries, and to some extent an expansion of the educational program in the public schools. Underlying all of these is the fundamental econo-

mic fact of the reduced purchasing power of the dollar.

Between 1913 and 1927 the number of pupils in average daily attendance in elementary and secondary schools increased from 13,613,656 in 1913 to 20,200,000 (estimated) in 1927, an increase of 6,586,344 pupils, or 48.4% in fourteen years.

The significance of this increase is further emphasized by consideration of the fact that the total population in the United States increased during that period only 19,811,531 people, or an increase of 20.5%. In other words, the increase in school attendance is more than twice as rapid as the increase in total population.

The figures show that a large part of this increase in school attendance is to be found in the high schools. School attendance laws require pupils to attend the elementary schools, which group of pupils is increasing gradually, as is the population.

This situation is significant for two reasons. First, it indicates public approval of the diversified educational program offered in the high schools of the nation, which in recent years is being substantially reorganized to meet the varying needs, capacities and interests of boys and girls of secondary school age. This is a fine tribute to the wisdom of boards of education, school officials and the parents of secondary school pupils. The second significant fact is that high school education is more expensive than elementary school education, and hence there is a correspondingly higher increase in the cost of public education than there would be if these pupils were enrolled in our elementary schools.

Advocates Specific Training for Secondary Principals.

D. H. Eikenberry.

SO IMPORTANT is the work of the high school principal that professional training for the position should be strictly on graduate level, and entrance to the profession should be only from the ranks of successful high school teachers after they have received specific training for the principal's work.

At least a dozen states have set up requirements for the principalship that are

additional to the requirements for high school teachers. Five of these states, Delaware, Maryland, North Carolina, West Virginia and Indiana, have established a special certificate for high school principals.

The goal toward which the training the institutions and the state departments of education should strive is complete training before the principalship is entered. When college and university teachers state authorities and principals realize that directing the destinies of adolescent boys and girls is as important as filling and extracting their teeth or as treating them for measles, mumps and whooping cough professional training will be demanded a professional training which will elevate the high school principalship to a position it deserves among the major professions.

Why Dewey's Philosophy Has Not Been Applied

James C. Bay, Superintendent Easton, Pennsylvania.

THE REAL educational tragedy of our age is that the philosophy of John Dewey has not been applied in our schools. His proposal to make critical thinking the unifying educational aim has never been even experimentally tested.

Why has this Deweyan ideal of rationality failed of application in the practices of our schools? First, because of the theological temper of our age. Dewey is naturalistic and therefore antitheological. There is no place in his philosophy for romantic faith. His life work and teaching have centered about a naturalistic ethic and about intelligence as a method for guiding conduct in the light of indigenous ideals. A second reason is that the Deweyan philosophy of intelligence has been choked by the thorns of the testing movement. More than a quarter of a century ago, Dewey wrote "The things of the spirit do not lend themselves easily to exact quantitative measurement"—an observation that has been abundantly proved. A third reason is found in the stiff and colorless minds of the schoolmasters. Superintendents as a class are not scholars. Too often they are supple-spined business men who have

learned a few tricks with respect to the management of schools.

College and university professors of education are likewise inferior, and their attempts to lead the superintendents have landed both in the ditch.

In support of this opinion, we offer as evidence a recent educational best-seller, *The Child-Centered School*. Thirty-five thousand copies of this book were sold in the state of New Jersey alone. It gives wrong dates for Dewey's publications, misquotes his definition of education, and says that he worked out his educational theories by trial and error. In the foreword to the volume, signed by Professor Rugg, we read, "All persons who think much about education now align themselves in two opposing camps. There are, on the one hand, those who center education on adjustment to society; there are, on the other, the protagonists of self-expression and maximum child growth. . . . The former, the protagonists of the adult-centered school, would impose education from without; the latter, the proponents of the child-centered school, would draw it out from within. . . ."

This statement indicates that Professor Rugg has not escaped the dualism that Dewey and Kilpatrick have labored so assiduously to expose and correct. Enlightened educationist, in fact, are found in neither of the opposing camps. Informed teachers do not "impose education from without" or attempt to "draw it out from within." They select what they think is most worthwhile in the cultural heritage and present it as nutriment for child growth. They provide liberally for child activities, prize and encourage originality, and maintain an atmosphere that is conducive to child happiness and health. But they realize that the school is a social institution and that it must remain always under the wise direction and humane discipline of Mr. Toil.

This book is one of the worst, to be sure; but when the worst has been the most popular, is it any wonder that Dewey's philosophy of intelligence has failed?

And so education falters "amid th' encircling gloom." Dewey is retired after a half-century of prophetic teaching. Rugg now writes the philosophy of edu-

cation that reaches the classroom. And the world listens nightly to Amos and Andy."

Measurements Wait on Philosophy.

R. L. Morton, Ohio University, Athens, Ohio.

THERE is something vague and intangible about formulations of educational objectives when they get beyond the learning of facts and the acquiring of routing skills. "This vagueness and indefiniteness have warded off the test maker. He is waiting a clearer and better statement of objectives. The next step in the measurement movement, then, is up to the educational philosopher. If he will tell us with precision what the objectives of education are, we shall find people quite able to construct tests which will tell us when these objectives have been attained."

The importance of a philosophy of education was not denied. Both the philosopher and the measurer are needed, the one to chart the course and the other to determine progress. If progress has not been properly measured it may be because the course has not been clearly charted.

Rural Life the Regenerative Element

Carl C. Taylor, Professor of Rural Sociology, Dean of Graduate School, North Carolina State College of Agriculture and Engineering, Raleigh.

THE RURAL districts from the beginning of our national life have poured a steady stream of population vitality into urban centers. Millions of persons born, reared and educated on the farm now are a part of city life. This process has gone on at an accelerated rate since the limits of our frontiers were reached—at about the end of the last century. Farm reared persons not only carry muscle and brain into city enterprises but automatically also carry the traditions and attitudes of rural life into the institutional, social, economic and political life of cities. With the possible exception of a few Atlantic Seaboard cities our great urban areas are populated with persons who themselves or whose parents were farm reared. We don't, therefore, know what an American city would be without these rural elements.

The character of rural civilization is the great constant in civilization. City life and city processes are the variables. This is true not only because the county furnishes the great staples of physical life—food, clothing and native hardihood—but because rural people are themselves stable, conservative, and tenacious. They possess those very characteristics the decay of which gives students of modern civilization pause and concern.

The concern of the nation for an adequate and satisfying rural life should be more than a concern for "farm relief," even more than a concern about removing obvious economic and political injustices to the enterprise of farming and those who follow it. It should be a concern for keeping the regenerative element of all society clear at its source and a solicitude for the welfare and wealth, democratically distributed, to those who in the future as in the past will furnish the dominant heritage of the nation. Such a solicitude isn't a matter of drawing the issue between city and country or between ruralization and urbanization. It is a solicitude for the high ideals and efficiency of a whole nation which is rural made but seems to be fast forgetting that fact.

The Obligation of the State in Meeting the Practical Needs of Life.

E. W. Butterfield, State Commissioner of Education, New Hampshire.

ONE OF the marvels of the last two decades has been the growth and development of public high schools.

History magnifies its migrations, as the Norman Invasion of England, the Scotch-Irish migration to America and our own great conquest of the west, but none of these in numbers, in indomitable spirit or in importance, equals the migration which we have witnessed with the going forward of four years in the field of education of three million young people. This migration has affected every community in our broad land and has transformed countless homes. This change has come not because our government and political leaders proposed these schools, nor because our universities and intellectual guides have pointed the way, but because the American home demanded for its children an

education which no existing institution was able or willing to give.

A new social level has been reached and in a majority of homes it is now the parental aim, ideal and expectation, as parents look at their young children, that high school graduation is a family and social requirement.

Today the common American answer to the question, What are the inalienable rights of childhood, has become, food, clothing, protection and, **at public expense, elementary and secondary education.**

Danger of Over Emphasis on the Practical.

Douglas A. Thom, Boston.

THE PRACTICABILITY of life is being stressed not only in the field of economics and industry but also in the field of education; stressed to the point which may entail grave dangers to the present-day student and our future generation.

Much that has been of value to civilization and the world at large has not been contributed by the so-called "practical men." One need not enumerate the great musicians, poets, inventors, and those of the artistic temperament, who have contributed largely to the welfare and happiness of man-kind, who have been anything but what the world today would call practical. On the other hand, the world is filled with so-called "practical men," highly respected and eminently efficient, who have left little or nothing excepting remorse and regrets to justify their existence.

In speaking of the efficiency of education it is necessary to point out that the type of education that would be looked upon as being efficient for one group of individuals well may be the type that will twist and warp the personality of another. In the field of education one must not only acquire knowledge of the world in which we live but also the knowledge of how to live in the world. Up to the present time orthodox educators have steadily neglected the field that deals with the emotional life of the individual. Just as mental hygiene has been applied to medicine, industry, penology, and other social sciences, so it must be applied to education.

Standardization the Counsel of Mediocrity.

Howard Dare White, Trenton, New Jersey.

BUT IT IS not to be assumed that standardization will tend toward improvement, once that tolerable minimum level is reached. The very nature of standardization with its implication of finality is against such an assumption. Schools must change, and we cannot consistently advocate the development of liberal programs, adaptations based on experience, and a curriculum of activity, while frowning too darkly on deviations from current or customary or mediocre practice. Standardization, at best, is a counsel of mediocrity. There is really nothing the matter with mediocrity except that it is not excellence. To encourage deviation from it in the right direction is the duty of every standardizing agency. It should be the function, therefore, of those who prescribe stand-

ards to permit responsible officials of excellent schools to undertake promising experiment. If the undertaking involves departure from current practice, or even from prescribed standards, the standardizing authority should encourage it to the extent of authorizing provisional exceptions to accrediting requirements, in order that reports of the results of progressive procedures may be made available to other schools.

To determine what schools are strong enough to depart from uniform standards in search of improved practice and what schools need the continued support of definite prescription should be the duty of the standardizing agency.

No matter how burdensome that duty it should be assumed, for experimental practice must be encouraged if only that more satisfactory standards may be derived. Uniformity will always stand in the way of improvement no matter how satisfactory our present stage of attainment.

THE STUDY OF LANGUAGE USAGE

Clara Siedhoff

Teacher of English Edward H. Long School, St. Louis, Missouri.

Ben C. Milster

Principal Edward H. Long School, St. Louis, Missouri.

THIS ARTICLE IS based on a study conducted by the writers during the school year of 1927-28 in the Edward H. Long School. There were forty-one eighth grade pupils in the study. They were of average ability and came from homes of the middle class.

The purpose of the study was to diagnose the difficulties, prescribe a remedy, and ascertain the progress of each pupil.

In order to determine the errors made by the pupils, a number of standardized and informal tests were given and a close observation of each pupil's oral and written language work was made.

Diagnostic Measures

In September 1927 the Stanford Achievement Test-Advanced Examination-Form A-Test 8 was given to the pupils and the results tabulated to show the correct, incorrect, omitted, and unattempted exercises of the class, the group, and the individual.

This tabulation gave us considerable information and established a starting point.

The frequency of each error determined its seriousness and the treatment needed to correct it. An error made by approximately fifty per cent of the pupils was considered serious enough to be given class attention; one, by more than twenty and less than fifty per cent was classified for group instruction; and one, by twenty per cent or less as an individual error.

The following types of errors were made on the test: choice of words; use of past tense and perfect participle; wrong verb; case of pronouns; wordiness; position of modifier; agreement of verb with subject; mood of verb; use of adjectives and adverbs; use of correct prepositions and conjunctions; double negative; and the use of compound personal pronouns. These type errors were classified according to their frequency. The types used for general class instruction were "choice of words,"

"use of past tense and perfect participle," "wrong verbs," and "case of pronouns;" for special group instruction, "wordiness," "position of modifiers," "agreement of verb with subject," and "mood of verb;" and for individual instruction, "uses of adjectives and adverbs," "use of correct prepositions and conjunctions," "double negative," and "use of compound personal pronouns."

After the test was marked, each pupil was informed of his particular types of errors. A record of these errors and those determined by observation in oral and written language was kept by him in a notebook for special study.

In addition to the Stanford Achievement Test-Advanced Examination Form A-Test 8 the following standardized tests were used: Charters' Diagnostic Language Tests-Pronouns; Verbs; and Miscellaneous. The informal tests collected and devised consisted of exercises in tense, number, person and mood of verbs; case, number, and person of pronouns; number and comparison of adjectives; adjectives and adverbs; double negatives; position of modifiers; and choice of words.

Since the greater part of our language work consists of oral English, no diagnosis of language errors would be complete without giving this phase of the work considerable attention. Both the teacher and the pupils aided in this diagnosis, which extended to the playground as well as the classrooms. The teacher kept a careful record of all the errors made while the pupils were in her room, and the pupils kept a record of all errors made by their classmates on the playground and in the other classrooms.

The errors, noted by the pupils, were written on a small piece of paper, which contained the time and the place where the error was made, the name of the pupil who made the error, and the one who detected it. These slips were deposited in a box kept for that purpose, and once each week it was opened and the pupil informed of his errors.

The following were the types of oral language errors, in the order of their frequency, which presented difficulties to the class: slang; vulgarisms; use of past tense and perfect participle; case of pronouns; agreement of verb with subject; agreement of pronoun with antecedent; correct use of

adjectives and adverbs; wordiness; and correct use of prepositions and conjunctions.

In order to give the pupil a visual impression of the frequency of his oral errors, a graphic record of them was placed on a bulletin board. This graph indicated the total number of errors made by each pupil from January to May. Each square after a child's name represented an error. A number of squares after his name did not necessarily indicate that he was one of the poorest language students. For example, one pupil had a total of thirty-nine errors; of these, twenty-one were the use of "aint," ten, "have got" for "have," and eight, a slang term. This individual, who was a very talkative pupil, had only three types of errors checked against him. Contrasted with this, was another pupil with a total of six errors. These were "aint," "seen" for "saw," "I" for "me," "like" for "as," and "was" for "were," which represented five distinct types. The latter was not nearly so responsive as the former and as a result his total number of errors was comparatively few.

Since each pupil kept a record of his errors, he was able to tell the frequency of each type. The pupil with few types could tell by the length of his line how great his habit of using an incorrect form had become.

Remedial Measures

The initial step in the correction of all errors, whether they were made by the class, the group or the individual consisted of a thorough explanation of the principles underlying them. Mimeographed sheets of practice exercises, especially devised and arranged to take care of the difficulties of each division, made it possible for each pupil to correct his own errors and proceed at his own rate.

The following examples will serve to illustrate the types of exercises that were prepared to correct class errors.

A. Choice of words

1. Edison's new (discovery, invention) is (funny, peculiar).
2. The (audience, spectators) said the music was (delicious, delightful).

B. Use of past tense and perfect participle

1. Have you ever (gone, went) to a circus?
2. Did you see my book? No, but May (saw, seen) it.

C. Wrong verb

1. He will (learn, teach) you to swim.
2. (May, can) I sharpen my pencil?

D. Case of pronouns

1. Who is it? It is (he, him).
2. (He, him) and (she, her) are cousins.
3. (Who, whom) did you send to the store?
4. Where does she sit? She sits near May and (I, me).
5. Mother gave John and (I, me) a book.

The following examples will serve to illustrate the types of exercises that were prepared to correct group errors.

A. Wordiness

1. We saw a great, large, roomy, spacious, hall as we entered the house.
2. The boy was impudent and saucy.

B. Position of modifier

1. I found a penny walking to school this morning.
2. The candy was in a box that we ate.

C. Agreement of verb with subject

1. Here (comes, come) the firemen.
2. Neither John nor Henry (is, are) at home.

The following examples will serve to illustrate the types of exercises that were prepared to correct individual errors.

A. Uses of adjectives and adverbs

1. Is John a good speller? Yes, John can spell (good, well).
2. Do you like (this, these) kind of gloves?
3. Which of the two houses is the (older, oldest)?

B. Use of correct prepositions and conjunctions

1. John plays the game (like, as) we do.
2. Divide these marbles equally (between, among) the four boys.

C. Double negatives

1. He never saw (anything, nothing) like it before.
2. I could not find it (anywhere, nowhere).

D. Use of compound personal pronouns

1. John hurt (hissself, himself).
2. The boys built the cabin by (theirselves, themselves).

In addition to the types of practice materials mentioned above, exercises, consisting of words to be used in sentence build-

ing, which necessitated the frequent use of the dictionary, were given.

Some pupils, after a thorough explanation of their errors was given, were still unable to do satisfactory work on the exercises prepared for them. These were called to the teacher's desk, individually, and were given such instruction as was needed. Then he was sent to his seat with practice materials on which he worked until the principle was fixed.

Many of the exercises used were self-keyed, which made it possible for each pupil to check his own work. In order to eliminate the checking by the teacher of numerous papers that were not self-keyed, some of the better students were selected to act as group leaders to assist with the checking. The self-keyed exercises and the student checkers enabled the teacher to devote more time to explaining, supervising, and testing.

Tests were given at intervals to determine the progress of the class, the group and the individual. The results made it possible to reclassify the pupils according to their needs and then the work of eradicating errors was again the procedure.

The most interesting and effective exercise for the elimination of oral language errors was the pupil's check on his classmates. The method of collecting the errors has already been described. Each week the box was opened and the errors read to the class. The pupil who made the mistake was asked to correct it. If he was unable to do so, he was aided by members of the class. After the correction was made and the principle carefully explained, the pupil who made the error added it to his notebook list, and it became one of his individual problems.

This exercise proved valuable because it improved the child's ability to detect mistakes in oral and written speech.

Results

Giving the Stanford Achievement Test-Form A-Test 8 in September enabled us to compare our age and grade classification with standards established by the authors of the test. It showed the previous accomplishments of the pupils as individuals and as a class, and determined some of the language weaknesses and strengths.

In order to determine what progress was made the Stanford Achievement Test-Form B-Test 8 was given in May, 1928.

In September the pupils answered correctly 1777 exercises; in May 2167, which was a gain of 390 or 21.9 per cent. The per cent of accuracy in the September attempts was 72; in May, 88, which showed a gain of 16 per cent.

In September there were 15 pupils or 36.5 per cent in the eighth grade group who were equal to or above the authors' standard, while in May there were 40 pupils or 97.5 per cent, which was a gain of 61 per cent.

In September the median pupil was 14 months below the standard established by the authors, while in May he was 2 years and 2 months or 26 months above. The average pupil was 9 months below the

standard in September, while in May he was 2 years and 2 months or 26 months above.

The median gain in 9 months was 3 years and 8 months or 44 months; while the average gain was 4 years or 48 months.

The maximum language usage gain during the 9 months was 7 years and 6 months, and the minimum gain was 7 months.

The median language usage age in September was 12 years 8 months, and in May it was 17 years 1 month, which was a median gain of 3 years 8 months. The average language usage age in September was 15 years 1 month, and in May it was 17 years 1 month, which was an average gain of 4 years or 48 months.

PARENT-TEACHER ASSOCIATION DEPARTMENT

Team Work

By GEORGE MELCHER, Superintendent of Schools, Kansas City, Mo.

Democratic government is a great co-operative enterprise. The problem of living and working together is the most difficult of all human problems. Inability to live and to work together wrecks nations, retards the growth of cities, leads to neighborhood feuds, produces family discord, breaks up homes, and is directly and indirectly the cause of untold human suffering and unhappiness.

The greatest service that can be rendered to any child is his wise education and training for taking his place in the great society of which he is to be a member. This really means training the child to adjust himself rightly in normal society. Many agencies enter as factors in the education of the child but the chief ones are the home and the school. Both of these institutions are greatly supplemented by the work of the church. The home has the child more hours than all other agencies combined. Of agencies outside the home, the school ranks first in the time that it has control of the child. Therefore, the responsibility of the home and of the school in the training and development of the child is much greater than all other agencies.

Good citizenship and proper social adjustment depend less upon intellectual

judgments than upon attitudes, emotions, habits, ideals and appreciations. The public school can easily teach pupils the intellectual facts of the three R's, and other purely academic material. However, the school must depend largely upon the home in establishing spiritual, emotional and social habits, attitudes and ideals.

Therefore, the work of education becomes a fifty-fifty enterprise between the home and the school. The home places strong emphasis upon behavior, conduct, habits, emotions and ideals, and calls upon the school for help in strengthening the work of the home and supplying as far as possible the lack of training found in many homes. The school places its emphasis upon the intellectual and academic and asks of the home a sympathetic and helpful understanding of the problems involved. It also cooperates with the home in conduct and behavior training.

All types and kinds of education move more smoothly and progress more rapidly when there is sympathetic understanding between the home and the school. The rapid development of the work of the Parent-Teacher Association in the last three decades has been a wonderful contribution

to educational progress. Parent-Teacher organizations have done and are now doing much to bring about mutual understanding between the school and the home. The possibilities of this complete understanding and unity of effort will doubtless be more fully realized in the decades that are to come. Since both the home and the school are working for exactly the same goals and objectives there should be complete harmonious team work between the two institutions.

It is impossible to list all of the helpful things that are being done by Parent-Teacher Associations. However, a few of them are worth mentioning. Among them are the following:

a. Induce parents to think carefully and clearly on educational problems.

b. Induce parents to read and study about the training and proper development of their children including a study of the health, diet, conduct and behavior of children.

c. Help parents to understand the operation of a modern school.

d. Help parents to get the right attitude toward school problems and school difficulties.

e. Cooperate in establishing a mutual understanding between the teacher and the parent.

f. Build up helpful, sympathetic cooperation between the home and the school.

g. Help parents to understand special features of the school system, such as the seven-year system, the junior high school idea, trade school for girls, trade school for boys, evening schools, part time schools, etc.

h. Cooperate with the schools in carrying out special programs, such as program on health, character training, physical education, citizenship, safety, thrift, correct speech, good English, etc. At times in any school system it is necessary to put special emphasis upon certain types of work in order that the best results be obtained. Parent-Teacher Associations are always ready to cooperate in these special campaigns. For example, this year special attention is being given in the schools to reading. Parent-Teacher people can be of great help in encouraging this program.

i. Parent-Teacher Associations can be of great help in interpreting to the people new

and progressive ideas in education. Some of the newer things that are in operation in the schools are: high school counseling, testing and measuring, psychological testing, curriculum revision, home and school visitor, special supervision, new courses of study, new methods of attack on school problems. Parent-Teacher members read and study and inform themselves on these new and progressive ideas and help interpret these new movements to their communities.

j. Parent-Teacher Associations are very helpful in cooperating with the various schools in securing the things that they need for their communities—better buildings, better equipment. This is done by creating sentiment in the community for better things and also assisting the community in raising the funds that may be necessary to secure those things that are not furnished by public funds.

k. One of the most valuable activities of the Parent-Teacher Associations is the building of a cooperative spirit throughout the entire community. This has been illustrated in the recent campaign for the proposed five million dollar bond issue. In this campaign the Parent-Teacher Association has been the central factor. It has moulded public sentiment so that all the various forces of the community—noon-day service clubs, improvement associations, political parties, women's clubs, and many other agencies of the community have been influenced to unite in one grand cooperative movement for the improvement of the public schools of Kansas City. The value of this is not to the school system alone but to the whole community. The more frequently all the forces of a community can be united and brought to work cooperatively for one great objective the better it is for the community. Such a cooperative work involves civic ideals, increases the community morale, and develops social solidarity. There is really no limit to the value of Parent-Teacher work when the energies of the association are wisely directed toward the attainment of those objectives and ideals which are of broad, constructive value to the community.

—From the Parent-Teacher Bulletin,
Kansas City, Mo.



RURAL SCHOOL DIVISION

The Covered Wagon Centennial.

A few years ago America was thrilled by a marvelous historical motion picture, *The Covered Wagon*. There are few who have not seen the picture or read the book. April 10 to December 29, 1930 mark the Covered Wagon Centennial.

It was in Missouri that the great migration West started, so this celebration is of particular interest to Missourians. It is an opportune time to vitalize that historical event for Missouri boys and girls. This period in history has recently been covered in the elementary schools in the fifth year history under the topic *The Moving Frontier in America*. During the summer pupils, and teachers as well, will desire to read books for recreation. They will enjoy reading some interesting stories of this period in history.

Special days will afford an opportunity to renew interest in, and to recall facts concerning this period of history.

The Oregon Trail Memorial Association, 95 Madison Avenue, New York City, has furnished the following list of books concerning this era in history, also outstanding dates and suggestions for celebrating it. Any of the books may count for State Pupils' Reading Circle credit under either the division of Literature and Fiction or the division of History.

Many of the dates may be made the occasion of some school activity or classroom project.

Juvenile Books for Grades 4 to 6, Inclusive.
Antoine of Oregon, Otis, American Book Co.

Seth of Colorado, Otis, American Book Co.

Martha of California, Otis, American Book Co.

The White Indian Boy, Wilson, World Book Co.

Boy Life on the Prairie, Garland, Allyn and Bacon.

Moccasined Feet, Wolfeschlager, Ginn and Company.

When Grandfather Was A Boy, Bailey, Ginn and Company.

The Bird Woman, Seton, Silver Burdett and Co.

Books for Grades 7 to 9, Inclusive.

Hidden Heroes of the Rockies, Russell, World Book Co.

Ox-Team Days on the Oregon Trail, Meeker, World Book Co.

Chief Episodes in the History of Utah, Young, Chas. Scribner's Sons.

The Pioneer Photographer, Jackson, World Book Co.

Pathfinders from River to Ocean, Hebard, University Publishing Co.

Four American Pioneers, Perry & Beebe, American Book Company.

The Texas Ranger, Gillett, World Book Co.

Deadwood Gold, Stokes, World Book Co.

The Bullwhacker, Hooker, World Book Co.

A History of Oregon, Clark—Row, Peterson and Co

What I Saw In California, Bryant, D. Appleton & Sons.

Books for Grades 10 to 12, Inclusive.

The Astorians, Irving, G. P. Putnam's Sons.

The Road to Oregon, Ghent, Longmans Green and Co.

The Overland Trail, Laut, Fred'k A. Stokes Co.

The Splendid Wayfaring, Niehardt, Macmillan Co.
 Lewis and Clark, Wheeler, G. P. Putnam's Sons Co.
 The Oregon Trail, Parkman, Chas. E. Merrill Co.
 Adventures of Cap't Booneville, Irving, G. P. Putnam's Sons.
 Oregon Trail Blazers, Lockley, Oregon Journal, Portland, Ore.
 Life of Fremont, Dellenbaugh, G. P. Putnam's Sons.

Fiction.

The Covered Wagon, Hough, D. Appleton and Co.
 We Must March, Morrow, Fred'k A. Stokes Co.
 Son of the Middle Border, Garland, Macmillan Co.
 Daughter of the Middle Border, Garland, Macmillan Co.
 Kate Mulhall, Meeker, Oregon Trail Association.
 Vandemark's Folly, Quick, Bobbs-Merrill Co.
 Giants in the Earth, Rolbaag, Harper and Bros.
 Trail-makers of the Middle Border, Garland, Macmillan Co.

IMPORTANT DATES—COVERED WAGON CENTENNIAL SPONSORED BY THE OREGON TRAIL MEMORIAL ASSOCIATION.

April 10, 1930—Opening Day.

This date commemorates the departure of the first wagon train from frontier St. Louis April 10, 1830 for the Rockies, over what became the Oregon Trail. This trip demonstrated that it was practicable to cross the prairies to the Rockies by Wagon. It opened the wagon route for the later migration of home-building settlers.

May 2, 1930—Oregon (Champoeg) Day.

On May 2nd, 1843 the first civil government on the Pacific Coast was organized. Celebrate the beginning of civil government in Missouri and present the early history of Oregon territory and its settlement. Organize public dinners in honor of the old pioneers and their descendants.

May 30, 1930—Memorial Day.

In preparation for this date, every effort should be made to gather a roster of the living pioneers of covered wagon days, as well as those who have passed away. Plans should be made for the decorating of the

graves of deceased pioneers by their descendants or interested patriotic organizations.

During the week of May 30th, commemoration programs honoring the pioneers should be promoted in groups of Parent Teachers Associations, Campfire Girls, Girl Scouts, Boy Scouts, Women's Clubs, Historical and Civic groups. Special emphasis should be placed on the sacrifices and hardships endured by the pioneers, particularly the women.

July 4, 1930—Independence Day.

Encourage commemoration exercises at historic shrines in your state, especially along the old Oregon Trail and its allied branches. Where historical spots are not marked, temporary markers should be set up.

Stimulate Boy Scout Troops in your state to participate in the proposed Covered Wagon Pilgrimage to Independence Rock July 4th.

Visit historic spots in Missouri, for example Arrow Rock Tavern.

August—1930—Pageant Day.

The Playgrounds and Recreation Association of America, 315 Fourth Ave., New York, has prepared a Pioneer Pageant which is available to all. This may be used on any appropriate date, or some time during the month of August.

Plan to celebrate date of Missouri's admission into the Union, Aug. 10.

October 10, 1830—Return of the Covered Wagon Train to St. Louis.

Commemoration of the return of the covered wagon train to St. Louis from the Rockies, October 10, 1830. Public programs on "What Missouri has Contributed to the Opening and Building of the West," in schools and clubs.

November 11, 1930—Victory Day and Admission Day of the State of Washington.

December 29, 1930—Closing date of the Covered Wagon Centennial.

During the period of the Centennial, the gathering of old manuscripts, diaries, documents, photographs and original stories of the pioneers, should be carried on. These will be appreciated by the State Historical Societies and should be permanently kept in State or School Museums.

Music—Twenty Songs, Stephen Foster, Oliver Diston.

PAGEANTRY

On the Road To Oregon—A pageant specially prepared by the playgrounds and Recreation Association of America. Copies are available by writing directly to them, 315 Fourth Avenue, New York City.

THE COST OF PUBLIC EDUCATION

From the Viewpoint of the Schools.¹

FOUR POINTS will be developed in discussing the cost of public education from the viewpoint of the schools.

First, let us recall the basic fact, established by more than a century of experience, that the public schools in contributing to the preservation and enhancement of the nation's educational resources render a service of primary importance.

At the roots, we are a people of diverse languages, political, racial, and religious backgrounds. We dwell in a country stretching over 3,000 miles of territory, varying widely in climate, topography, and material resources. We have a form of government granting a large measure of individual freedom and local independence.

In spite of these diverse beginnings we have come to a level of intelligence and a degree of like-mindedness which makes us one of the dominant peoples of the world. We can cooperate and achieve, whether the work at hand be the building of a Panama Canal, the winning of a world war, or the checking of a threatened financial panic. And yet life is still interesting. We have our progressive and our conservative republicans, and our Smith and Hoover Democrats. We can cooperate, but we are still independent. Through education this result has been brought about.

Our educational heritage is a most perishable possession. Neglect, for one generation, would cause it to deteriorate beyond repair. It is our most priceless possession. We could better afford to lose anything else. Sweep away our railroads, our factories, and other material posses-

sions, and we would be in dire straits to be sure. But if we retained our intellectual resources and our ability to cooperate, these material things could be replaced in a relatively brief period. But allow our educational heritage to decay a single generation, and our people would have to

begin all over again the long, hard trek from savagery to civilization.

And so when we consider the cost of the public school we are concerned with an institution which contributes to the preservation and enhancement of a national resource of primary importance. If the school does its work poorly, our intellectual heritage is depleted. If the school is strong this heritage is enhanced. Upon this fundamental consideration, rests the claim of the public school for a share in the national income.

Increased Costs Legitimately Caused.

A second fact which is pertinent to the consideration of the cost of public education is that

the increase in school costs during the last twenty years has been in response to legitimate causes.

At the outset let us realize that the mere fact that school costs have increased is not to be condemned in itself. To make our point plain, let us suppose, for example, that Mr. Ford and Mr. Sloan were confronted with the fact that the national bill for purchasing and operating passenger automobiles increased some 15 fold between 1913 and 1929, rising from less than a billion in 1913 to 12 billions in 1929. Suppose one were to say to these gentlemen: "This enormous increase is scandalous. It is going to bankrupt the nation. The fads and frills of the automobile industry must be done away with.

National Income and Public School expenditures in the United States 1922 to 1928

| Year | National Income | Public School Expenditures | Percent of Income Expended for Schools |
|------|-----------------|----------------------------|--|
| 1 | 2 | 3 | 4 |
| 1922 | 65,925,000,000 | 1,580,671,296 | 2.4 |
| 1924 | 77,135,000,000 | 1,820,743,936 | 2.4 |
| 1925 | 81,931,000,000 | 1,946,096,912 | 2.4 |
| 1926 | 85,548,000,000 | 2,026,308,190 | 2.4 |
| 1928 | 89,419,000,000 | 2,184,847,200 | 2.4 |

National Income is "total realized income of the people of the Continental United States," as estimated by the National Bureau of Economic Research in *News-Bulletin*, National Bureau of Economic Research, December 16, 1929.

Public school expenditures are expenditures for public, elementary, and secondary schools, for both current expenses and capital outlay, according to official reports of the United States Department of Interior, Office of Education. The Office of Education did not collect statistics as to school expenditures in 1923 and 1927, hence data for these years are omitted.

Paint all automobiles black. Stop the unnecessary changes in body styles. Four brakes are an extravagance; two brakes will stop any automobile. The nearer an automobile approximates an engine and four wheels the better. Fire your research men and your high salaried executives and get down to essentials." What would Mr. Ford and Mr. Sloan say?

Their advertisements give us their answers. They would say that the 15 fold increase in automobile costs was justified. They would point out that we had only 1,500,000 passenger automobiles in 1913, as compared with 23,000,000 today. They would tell us that steel and other basic industries depend upon the automotive industry for their prosperity. They would expand upon how essential the automobile is in modern life both in business and recreation. As for the fads and frills, the body style changes, and all the rest, they would contend that these are but steps toward progress in automobile design. They would make no apology for the fact that for every dollar they took from the pockets of the American people in 1913, they now take \$15. They would conclude by telling of their plans for making the American people spend still more for automobiles during 1930.

And so let us conclude that a mere increase in the amount spent for a national service is not to be condemned in itself. The importance of the enterprise needs to be considered, the amount of service furnished needs to be known, and the causes of the increase have to be studied.

These same principles apply to school costs. The nation's school bill, like its bill for passenger automobiles, and for many other things has increased since the war. This increase has been in response to certain legitimate causes.

Let us recall that during the war nearly one in every four of our young men was rejected for various physical disabilities most of which competent physicians state could have been prevented by the right kind of health training and medical care. We also remember that a fourth of those called in the draft had had so little schooling that for all practical purposes they were illiterate. We had a double lesson, during the war. First, we realized the helplessness of the untrained man in any great cooperative undertaking. Second,

we learned the power of the educated man in such an undertaking.

Having learned these lessons the nation set out to profit from them. It resolved to remove the deficiencies which the gross neglect of public schools in many communities had brought about, and to realize the solid returns which come from investing in efficient public schools.

It has cost more money to be sure. It has cost more money first, because many more children are attending school. The increase in school attendance alone justifies a doubling of public school costs over the pre-war level. Second, it has cost more money because the dollar now has but 59 percent of its 1913 purchasing power. Consequently, it takes more dollars to provide a given amount of schooling, just as it takes more money to buy a pound of meat or a suit of clothes. These two legitimate and inescapable causes, larger attendance and loss in purchasing power of the dollar, alone account for most of the increase in school costs over the prewar level.

Quality Has Been Improved.

Again, school costs have increased because the quality of educational opportunity offered has been vastly improved. Hundreds of communities have replaced the inadequate school plants of prewar times by healthful school buildings and adequate playgrounds. Underprivileged children, whether suffering from physical or mental handicaps are offered special opportunities which make most of them self-supporting citizens rather than government wards. The junior high school has been developed. It takes every American child after he has had the basic, minimum instruction of the elementary school and says: Here is a school in which you may discover what your interests and capacities are. You may try yourself out here in order that the chance of making a mistake in choosing what you are to be and do in life may be reduced to a minimum. And when the junior high school has done its best, the senior high school takes up the task and strives to offer each child the particular work which will best develop such talents as he may have.

Better school plants, provision for handicapped children, the junior high school, wider opportunities on the high-

school level. These are but a few of the more striking illustrations of school improvement. All along the line the schools have been strengthened. Herbert Hoover spoke out of a wide contact throughout the world when he said that "American teaching has been marvelously productive," and that our schools in all the great tests of their work are "succeeding better than was ever done before in human history."

And so we have the causes of increased school costs: Growth in attendance, loss in purchasing power of the dollar, and improvement in the quality of the service rendered. They need no defense before the bar of enlightened public policy.

Proportion of Income for Education Constant.

A third pertinent fact, in considering the cost of education, is that public school expenditures are allotted but a minor fraction of the nation's income, and that for nearly a decade now there has been no increase in the fraction of the national income expended for public education.

We now enjoy a yearly, national income of \$90,000,000,000. All tax supported schools, including colleges, cost \$2,450,000,000. Less than three percent of our income is expended for public education.

To the educator this does not seem an extravagant allotment for such a fundamental national service. It is only a fraction of what we pay for a number of other important services. Each dollar invested in public schools is matched by an investment of more than three dollars in building construction. Every time the average citizen votes a dollar for the education of the nation's 25,000,000 children, he pays five dollars for the purchase and operation of the nation's 23,000,000 passenger automobiles.

Of equal significance is the fact that the ratio between national income and public school expenditures has been almost exactly constant for nearly a decade. Beginning with 1922 the portion of the national income expended for public elementary and secondary education has been almost exactly 2.4 percent. It is true that immediately following the war, in 1920 and 1921, there was an increase over the prewar level in the percent of the national

income allotted to education. But that increase came all at one time in response to clearly defined and legitimate needs such as those already discussed. Since 1922 the percent of income given to the schools has remained constant.

Considering the Work Schools Do.

Fourth, expenditures for public schools are reasonable considering the size and character of the work they are expected to perform.

No other school system in history ever faced an educational task of the size we have in this country. There are more than 25,000,000 children and adults attending public educational institutions. Attendance in elementary schools is practically universal. The present school year will witness on the high-school level a unique event. When the reports are in for 1929-30 we may expect them to show that more than half the population of high-school age was enrolled in public high schools. This has never happened before in the world's history. On the collegiate level there are more students in the United States than are found in comparable schools in all the rest of the world. America has had the wisdom to open educational opportunity on all levels.

The cost of handling this enormous army is remarkably small. It averages about \$115 per attendant per year, for all public schools—elementary, secondary, and collegiate. This is far less than one pays for comparable service in the typical private school.

As yet no way of decreasing this cost has been discovered which does not threaten the integrity of the school itself. The recompense of teachers is certainly not extravagant. The average yearly salary of teachers and school executives in the United States is approximately \$1400. This is but two-thirds as much as the \$2100 yearly income enjoyed by the average salaried employee in the United States. It is no undue exaltation of the teaching profession to say that the character of the work it performs demands a person who in capacity and training is at least two-thirds as valuable as the typical salaried worker.

Enrollment per teacher is not unreasonable. It averages more than 30 pupils

per teacher. It cannot be much larger if there is to be any real contact between the child and the teacher.

To make any substantial reduction in school costs one would have to touch one of the factors just listed. One might spend less on schools by reducing school enrollment and thereby repudiate the ideal of educational opportunity for all. Teachers' salaries might be reduced. But they are already too low, granting that the nation wants teachers who bring native capacity, personality, and professional preparation to their important task. The number of pupils per teacher might be increased. But this would strike at the most vital factor in education—the contact between the teacher's and the child's personality.

And so the informed school man offers no apology for the cost of public education. He knows that the public schools in contributing to the preservation and enhancement of the nation's educational resources render a service of primary importance. He knows that the increases in

school costs during the past twenty years have been in response to legitimate causes. He knows that the cost of public schools at present requires but a minor fraction of the nation's income, and that for nearly a decade there has been no increase in the fraction of total income allotted to the schools. He knows that the amount expected for public schools cannot be reduced without seriously reducing their efficiency.

In the knowledge of these facts, the school man finds courage to go on to the fulfillment of his great work, proud of the fact that at least one institution which stands for the higher and more permanent values in life is not only holding its own but is gaining new strength, even in this day of materialism. To that institution he has dedicated his life—the free American public school.

¹ Address delivered by John K. Norton, Director of Research, National Education Association, at the Atlantic City Convention of the Department of Superintendence of the National Education Association, February 25, 1930.

COURTESY PROGRAM IN THE FAYETTE PUBLIC SCHOOLS

By J. E. HOLMAN, Supt. of Fayette Public Schools.

THE SENTIMENT in favor of a more systematic training in morals in the Fayette public schools has been growing for some time. For several years we have had a Character Building Program sponsoring Leadership, Scholarship, Character, and Service. This year we are adding another link to this chain—COURTESY. The plan for definite, continuous training along this line is a matter of the highest importance, in as much as the results to be secured are vital in the development of society as well as the individual.

Unselfishness, thought for others, a due regard for one's neighbor and his rights is at the root of real politeness. If the spirit of kindness and courtesy resides in the individual, his manner will naturally reflect this; and so courtesy comes to be accepted, in many cases, as an outward sign of character.

Plans for our courtesy contest were announced at the beginning of the school year. A number of our students made talks to the student body on the value of courtesy. Each class with the help of its sponsor made a list of courtesy points which it felt would help the students most. A committee selected the best points from each group and gave each student in school a copy of them. These are printed below. A secret committee composed of min-

isters, teachers, merchants and Sunday school teachers was also given a list of points and told to select three boys and three girls from each of the schools. Grade School, Jr. High School and Senior High School, who best observed the courtesy rules. At the end of each quarter each member of the secret committee sends in his list of names. The class having the highest number of names reported by the committee received points on the S. A. K. Honor cup and the Laurence J. Daly banner which are awarded each quarter. The merchants gave the winners of the contest ninety dollars in gold and many other attractive prizes. The theaters also gave a free picture show to the students receiving honorable mention. A number of very interesting and instructive assembly programs on this subject were given during the year. The students in the grade school and the junior high school made posters, booklets and wrote stories in their English classes to keep the program before them. On the night the prizes were awarded these posters and booklets were explained and a number of students made short talks on the value of courtesy. A courtesy play written by some of our high school students was also given.

The success of a program of this kind can only be measured by the change it brings about

in the attitude of the students. We feel this program has resulted in a definite improvement in our boys and girls. Thus we are well rewarded for the extra effort put forth.

COURTESY POINTS

"A Beautiful Behavior is the Finest of the Fine Arts"

I. At Home.

1. Obey your parents without arguing.
2. Be respectful to your parents; say "sir" and "ma'am" in addressing them.
3. Make your guests feel welcome.
4. Avoid passing in front of guests.
5. Excuse yourself in leaving home when parents are entertaining friends.
6. Make home happier by being cheerful always.
7. Remain in standing until all are seated.
8. Men should help ladies to be seated.
9. Wait your turn for food. Do not pick over the food on the table.
10. Do not give undue notice if something is accidentally dropped or overturned.

11. Do not eat or drink noisily.
12. Say "please", "thank you", or "no, thank you" in asking for and receiving food.
13. Do not push back from the table until all are through.

II. At School.

1. Do not take up other people's valuable time for your personal gratification.
2. Give attention to the recitation.
3. Do not snap fingers.
4. Do not interrupt other students or the teacher.
5. Be a good loser and a modest winner.
6. Respect the rights of others.
7. Give undivided attention to assembly speakers and entertainers.
8. Applaud in the accepted manner.
9. Remove your hat or cap on entering the building.
10. Keep moving, instead of blocking the passages by stopping to talk.
11. Give precedence to girls and elders.
12. Do not shout, sing, or whistle in any public building.



A group of prize winners in the Courtesy Program of the Public Schools of Fayette.

13. Refer to teachers as Mr., Mrs., or Miss.
 14. Observe parliamentary form in class meeting.
 15. Help to make new students and strangers feel at home.
 16. Greet teachers and school mates cheerfully.
 17. Do not chew in the presence of others.
 18. Do not pass in front of others unless it is necessary. Then excuse yourself.
 19. Be friendly to all, not only to your immediate circle.
 20. Do not sit on desks, radiators, or in windows.
- III. Miscellaneous.**
1. Do not ridicule others.
 2. Be thoughtful of others' comfort and feeling.
 3. Be prompt and fill all appointments.
 4. Men should rise when ladies enter the room for the first time and on being introduced. Offer your seats to older people.
 5. Do not laugh or talk during church services.
 6. In making introductions, be interested and pronounce names distinctly.
 7. Introduce gentlemen to ladies, younger people to elder people, and average people to famous people.
 8. Acknowledge introductions graciously.
 9. Show respect to the flag.
 10. Use good English habitually.
 11. Do not "primp" in public.
 12. In conversation, talk directly to the other person or persons and listen attentively to them.
 13. Do not stare or shout at strangers.
 14. Always thank people audibly for favors.
 15. Do not be critical and fault finding.
 16. Do not allow yourself to "tattle."
 17. Apologize for blunders.
 18. Write thank-you letters to former hosts and hostesses.
 19. Return bad manners with good.
 20. Boys should tip hats to ladies.
 21. Do not leave a performance while it is in progress.
 22. Avoid loud and boisterous conduct in a crowd and on the street.
 23. Do not disturb others in any way at entertainments.

NEED FOR A COUNTY SUPERVISOR

WORK OF THE COUNTY SUPERINTENDENT

By E. L. Birkhead

A paper read before the State Convention of County Superintendents at Columbia,
Feb. 14, 1930.

THE FUNCTIONS of a county superintendent of schools today are of three kinds—business, clerical, and professional. The duties laid down for this official in the laws of the different States vary somewhat in extent and detail, but some business, clerical, and educational functions are prescribed in all. In a few States, as for example Iowa, the county superintendent of schools has but few statutory duties and but little real power; while in others, as for example California, he has many statutory duties and is entrusted with power commensurate with the duties required of him. An examination of the statutory duties of the county superintendent of schools in a few of the forty States having such an officer will show the nature of the work demanded of this official.

On the business side the superintendent acts as a county supervisory officer, approving the bonds of the school district treasurers, auditing their accounts, supervising the expenditures of the districts, and seeing, as far as he can, that the school monies are properly appropriated and expended. In most of the Western States, where all school funds are commonly and properly kept in the county treasure, he approves, in person or through a clerk, all orders or warrants for the payment of school bills of every kind. On the clerical side he distributes the laws and blank forms, gives notices required by law, conducts hearings, administers oaths, keeps all records, col-

lects and reports statistical information, and acts as an agent and intermediary for the state educational department.

On the educational side, he acts as a general educational supervisor, representing both the county and the State. His work is to correlate and to unify the educational work of his county; to act as an educational advisor to the district or township school authorities; and to stimulate an interest in education and in the improvement of educational conditions in the districts or townships of his county. He sees that the schools are maintained and the laws enforced; assists in the purchase of library books; conducts teachers' examination; approves plans for new schoolhouses; school officers; decides controversies; conducts teachers' institutes; and often formulates the course of study and helps grade the schools. Unlike most other county officers, his work is only in part routine work. He is expected to be a professional leader as well as a business man and a clerk, and he must keep abreast of educational progress if he is to do the work he ought to do.

Business and Clerical vs. Professional Duties.

The list of duties just given reveals the double nature of the office, as it now exists, and the wide range of duties required. The business and clerical functions are clear and distinct, and the work, while large in amount and important, does not call for any high order of ability or for special knowledge, training, or

skill. Any average citizen of fair education, chosen from the body of the electorate, could transact the business and clerical duties, and in fact such work is not infrequently transacted by clerks acting under the general direction of the county superintendent of schools. In city school systems it is always so transacted by a business clerk or division in the city superintendent's office.

Business and clerical work, though time-consuming, is after all relatively easy to accomplish and is a fascinating employment to many persons. Too many county superintendents get so deeply immersed in this phase of their work that they soon do little else; yet this is the very work they ought not to do, if any one else can be obtained to do it. They become very conscientious office workers; they gradually come to over-emphasize the relative importance of their office work; and soon they either neglect or, still worse, fail to see the more important educational work which it ought to be their chief purpose to do. With the increase of business and clerical functions the tendency is always strong to neglect the educational functions, and ultimately to permit the latter to be buried beneath the more pressing clerical and business duties. Yet, from the view of school supervision, a county superintendent of schools, no less than a city superintendent of schools, must find his way downward through the complicated machinery of his office to the teacher and the child for whom the schools exist. Unless he can accomplish this he is an office clerk rather than a school superintendent—whether he be county superintendent or city superintendent—and an overseer rather than a professional leader.

Rural Sections Suffer Education Handicaps.

Only 45 per cent of one-room-school teachers have graduated from high school and fewer than 4 per cent have completed normal school. Inexperienced, untrained teachers need more help than those with professional training and experience. Yet in only six States is the employment of rural supervisors State wide. A study made by the Bureau of Education in 1917 shows that, on the average, rural teachers receive annually from county superintendents but one or two visits, varying in length from one-half hour to two hours. In but 18 per cent of the counties throughout the United States are assistant superintendents employed; only 29 per cent have clerical assistants; the average territory over which superintendents must travel in order to visit schools is 1,672 square miles. The majority of county superintendents have no voice in selecting teachers for rural schools.

The vital factor in making any school a good school is a skillful teacher. The factors that lead to the maximum acquirement of skill by any teacher are native teaching ability, academic and professional training, and an opportunity to gain experience under intelligent guidance or supervision. In too many rural sections in the United States two of these three factors are lacking. The result is that one-room school teachers, and rural children have poorer elementary schooling than town and city children.

Farmers Need a Clearer Understanding of the Problem

Farmers sometimes suppose that young men and women are fitted to teach because they have assimilated knowledge gained in high school. It is just as reasonable to assume that those who have eaten farm products are thereby fitted for farming as that those who have assimilated knowledge of high-school grade are thereby fitted to teach. In each case power is created, but something more in the way of training is necessary. No farmer would think of turning loose in his fields every year 25 or 50 or 100 people with no actual experience in farming. He would anticipate and be willing to suffer the loss attending such a policy. The shaping of corn and cotton and potato rows is an important business. The farmer shows wisdom in refusing to trust the greenhorn alone in his fields. The average farmer needs to understand that the imparting of knowledge and the shaping of the character of his children are tasks also requiring skill. He must be led to see that the undirected teacher in the school-room is more dangerous than the undirected, inexperienced worker in his field of young corn. **Strengthening the Work of the County Superintendent**

Much of the county superintendent's time is necessarily devoted to administrative problems and to educating the community toward a more adequate appreciation of education and a more liberal support of schools. It is generally true that the county superintendent has been so overburdened that it is impossible for him to reach a high standard of efficiency as a supervisor or to take much pride in his work. One educational officer in a county can make so little progress that, unless he has unusual physical strength, much administrative ability, and unbounded professional zeal, he will have little stimulus even to attempt real supervision. Discouragement due to these limitations has been a factor in the resignation of many a good superintendent. The appointment of a rural supervisor changes this feebleness or absence of directed effort into real educational guidance. Union of effort of the county superintendent with that of the supervisor becomes the leaven which before long permeates the indifference of teachers and patrons and causes the schools of the county to rise to their opportunity. Discouragement is no longer common as it was when there was no coworker. County superintendent and rural supervisor together are able to accomplish something.

Lack of Supervision Creates Educational Misfits.

Very little help can be given by a superintendent who is able to visit teachers but twice a year. Consequently, large numbers of the youngest, most untrained, least experienced teachers in the United States are gaining experience under conditions that hamper growth and create feelings of dissatisfaction. Lack of initial training, coupled with the absence of guidance that will help to solve intelligently the complicated problem of teaching a one-room school, is producing every year thousands of teachers who are educational misfits. Society is disturbed over the industrial misfit. Because of the widespread resultant conse-

quences we need to feel far more disturbed over the teacher misfit.

Lack of Supervision is Helping to Cheapen Schools and Communities

Lacking the training which a supervisor could give, the rural teacher fails to inspire the most intelligent progressive farmers with confidence in her ability. Realizing the lack of educational opportunities provided by their local one-teacher schools, such farmers move to town so that their children may not be handicapped by being deprived of good elementary schooling. An occupation fundamental to the welfare of the Nation loses skilled workers and rural communities lose leaders. The local school becomes a poorer school. It is deprived of financial support. It suffers a loss also in the contagion of interest created by children whose parents are eager for them to have an education. Lack of supervision means untrained teachers and poor schools. Poor schools mean cheapened communities and lessened farm production.

General Stimulation and Encouragement to Pupils and Community.

Supervisors throughout the country have stimulated education and promoted ideals and standards in rural communities through their active interest in the general welfare of the people in the communities in which they work. The rural supervisor frequently helps to arouse the interest of the children in a high school education several months before they finish the eighth grade. She suggests to near-by high-school principals that during the good weather of the fall a program may be arranged in the high school which will make it possible for many country boys and girls to familiarize themselves with the high school and its work. During the first year of high school of pupils who have completed the elementary grades under her supervision the supervisor watches their progress and often helps them to adjust themselves to a new situation.

Under the leadership of the supervisor several small schools get together for a township fair or school program. Occasionally the supervisor may take with her on her rounds a member of the upper-grade class to visit other schools. On his return the visiting pupil will have much to tell his classmates of his visit. Occasionally meetings of classes about to complete the eighth grade of several of the small schools may be held by the supervisor with the teachers. Other ways of bringing rural children together are found by supervisors with intelligence and initiative. Sometimes correspondence follows meetings of this kind. Standards are set among schools, within the supervisory territory, and friendly competition among pupils in the schools is encouraged.

Supervision Makes Rural Position More Attractive

It is difficult to secure and retain for a period of years the services of a well-trained teacher in a one-teacher school. The position is more difficult than a graded school position and the salary is less. In the absence of supervision opportunities for professional growth and advancement are often lacking. Statistics reveal the fact that in cities of the United States of

8,000 population and over the average length of service of elementary school teachers is 9.47 years in the same school. This is in marked contrast to the average of 1.3 years spent by the one-room school teacher in the same school. A large turnover in teaching positions represents a great waste in education.

Ambitious, intelligent, progressive teachers take pride in associating themselves with urban groups whose standards are high. Their pride suffers when they are forced to associate with a group of teachers whose low standards expose them either to patronage or sympathy. A study made recently in a State normal school in Tennessee shows that, while 70 per cent of the students in the school received their elementary training in rural schools, more than three-fourths of the group intend to teach in cities and towns. The unsupervised rural-school positions, which in an earlier period were sought by men who afterwards became great educators, judges, and statesmen, are now looked upon with disfavor by trained teachers. Adequate supervision leads rural teachers to acquire skill, creates greater community interest in schools, and generates respect for the one-room school teaching position. The supervisor helps not only to train teachers, but she creates conditions which encourage teachers to stay in the same community for a period of years.

The Supervisor's Interest in Prepared Rural Teachers.

The rural supervisors have contributed definitely toward rural teacher preparation by active cooperation with the teacher-preparing institutions and by encouraging teachers to add to their professional knowledge by attending those institutions in which the most effective courses are given. As a result supervisors and instructors in teacher-preparing institutions are visiting each other's work and discussing defects and possible improvements. By co-operating in carrying out observation and practice work they have made the preparing of rural teachers a cooperative project equally beneficial to all concerned. Country teachers frequently begin teaching before they have graduated from normal schools. They profit by the advice of the supervisor in the selection of courses and are able, when they return from summer school, to put into effect under the professional guidance of the supervisor the newer methods learned.

General Community Spirit

So far rural superintendents have not succeeded to the extent that city superintendents have in acquainting their communities with school conditions and school needs. In the organization of parents and patrons, in promoting greater interest in the cooperation of parents and teachers, in arousing interest in more generous support for rural schools, supervisors have been valuable assistants to the administrative officers. They know the needs of the schools and how economically to supply them better than any one else. They have the confidence of the teachers and the community, and have therefore been unusually successful in promoting school-community interest. Money

raised through parent-teacher and other associations by means of entertainments has been spent, under the direction of the supervisor, for useful equipment of educational value, which otherwise would have been spent on more or less useless material or such material as should be provided at public expense.

Improvement of Teaching Technique

Education is a growing science as well as an art. The rural teaching force is made up in large part of untrained, inexperienced teachers on the one hand, and of untrained but experienced, mature teachers on the other. To this heterogeneous group the supervisor must introduce newer concepts in education. This must be done in large part through demonstration teaching on the part of the supervisor herself or on the part of teachers who develop under her guidance. It is part of the successful supervisor's creed that "to improve instruction the supervisor should be able to show the teacher how. No one should assume to supervise instruction who cannot demonstrate." At group meetings, as well as during the supervisor's visits, demonstration teaching is an important part of the program. In this way the rural teachers learn that such new ideas as the project method, the socialized recitation, the use of tests and measurements, are understandable and practicable. Here they learn to develop and use the initiative and resourcefulness of rural children; to present such subjects as history and geography in ways other than through the conventional assignment and formal textbook treatment to

which they have long been accustomed. Rural supervisors throughout the country have promoted the use of standard tests as valuable teaching instruments. Through them they have shown teachers how to discover the attainments of pupils as compared with the standards they should meet and have helped teachers to plan remedial measures to insure improvement. Experience shows that the use of these modern tools of teaching in rural schools is directly proportionate to the presence of and to the interest and information possessed by rural supervisors.

Rural supervisors find it possible and desirable to lead teachers to pursue courses in professional reading, to familiarize themselves with articles in magazines, with school surveys and the like, and, because of their own familiarity with current professional literature and through attendance at State and national meetings, to renew the faith of teachers in education as a living, growing activity.

Summary

Lack of supervision handicaps rural schools, making it difficult for them to secure and retain the services of trained teachers. Rural people are deserting the farms in order to provide their children with educational advantages. One of the most vital immediate needs of farming sections today is a sufficient number of educational leaders capable of training teachers in service and possessing the ability to arouse communities to give enthusiastic support to local schools.

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Standards for Evaluating Pupils' Work

COVE L. YATES

During the past several years, Supt. Cove L. Yates of Lilbourn, Missouri has been working on a scheme for grading in an effort to establish objectivity as the basis for evaluating the work of pupils. The following standards which act as a guide to the teacher have been found very helpful. They have at least given a system and a plan to teachers who too often arrive at the grades of their pupils by a systemless and more or less emotional approach. Supt. Yates says that children graded according to the factors of evaluation which he has worked out and which are herewith printed are graded about uniformly and that the grades fall into the curve of normal distribution.—Ed.

TEACHERS HAVE COME to recognize the fallibility of grades and are becoming more analytical, and are trying to judge pupils' work by more or less scientifically evolved objective standards.

Factors and qualities which should determine grades of E, S, M, I, or F: (1) Preparation; (2) Written Work; (3) Recitation; (4) Tests; (5) General Attitude.

I. For a Grade of E:

1. Preparation:
 - a. Consistently thorough.
 - b. Including voluntary dictionary, encyclopedia, or other outside work.
2. Written Work:
 - a. Note-books, themes, reports and other papers on time.
 - b. Complete and correct from standpoint of subject-matter.
 - c. In mechanical execution, including spelling, punctuation, etc., papers should reach the highest standards expected of pupils of a given advancement in English Composition.
3. Recitation:
 - a. Should be intelligent, concise, connected, clear and forceful.
 - b. Pupils should not have to be prodded by leading questions by the teacher.
 - c. Pupils should initiate pertinent points in general discussion.
4. Tests:
 - a. In the periodic tests the pupil should prove exceptional power to remember, evaluate, organize and apply what has been learned.
5. General Attitude: a. Extremely alert. b. More than willing. c. Keenly interested. d. Vitrally helpful and constructive.

II. For a Grade of S:

1. Preparation:
 - a. Generally thorough, including much voluntary dictionary, encyclopedia, or other outside work.
2. Written Work:
 - a. Note-books, themes, reports, and other papers up on time.
 - b. Above average from standpoint of completeness and correctness of subject-matter.
 - c. In mechanical execution, including spelling, punctuation, etc., papers should require little correction.
3. Recitation:
 - a. Should be intelligent, connected and clear.

b. Pupil should require but little aid from the teacher.

c. Pupil should take an active part in general discussion.

4. Tests:

a. In the periodic tests the pupil should show much power to remember, evaluate, organize and apply what has been learned.

5. General Attitude: a. Alert. b. Willing. c. Interested. d. Constructive.

III. For a Grade of M:

1. Preparation: a. More often thorough than not. b. Sometimes superficial. c. Intermittent voluntary investigation.
2. Written Work:
 - a. Note-books, themes, papers, and reports seldom late.
 - b. Treatment of subject-matter should show good working knowledge of main and related points.
 - c. Mechanical execution of papers should indicate care.
3. Recitation:
 - a. Pupil should seldom fail to answer direct questions.
 - b. If long explanation by the pupil should become incoherent they should yield to leading questions.
 - c. Minor part in general discussions.
4. Tests:
 - a. In the periodic tests the pupil should show power to remember, evaluate, organize, and apply the main points in what has been learned.
5. General Attitude:
 - a. Usually alert.
 - b. Willing.
 - c. Usually interested.
 - d. Seldom needs attention called or reprimanded.
 - e. Not destructive.

IV. For a Grade of I:

1. Preparation: a. Inconsistent. b. Sometimes thorough. c. Often superficial. d. Sometimes lacking. e. Little voluntary research.
2. Written Work:
 - a. Note-books, themes, reports, and other papers often late.
 - b. Treatment of subject-matter indicates only enough knowledge to be of minimum benefit either in actual application or as a foundation for advanced work.
 - c. Mechanical execution of papers is such that a great deal of correction is necessary.

3. Recitation:
 - a. Frequently fails to answer direct questions satisfactorily.
 - b. Flounders often in efforts to make extended statement or explanations.
 - c. Only with difficulty is led out with questions.
 - d. Seldom takes part in general discussions.
 4. Tests:
 - a. In the periodic tests the pupil generally knows how to remember what has been learned, and can, in a fair measure of success, evaluate the main points which have been emphasized during the discussions.
 5. General Attitude: a. Often inattentive. b. Needs frequent prodding and correcting.
- V. For a Grade of F:**
1. Preparation:
 - a. Seldom thorough. b. Mostly superficial.
 - c. Often lacking. d. Practically no voluntary outside work.
 2. Written Work:
 - a. Note-books, themes, reports, and other papers often late and sometimes lacking.
 3. Recitation:
 - b. Treatment of subject-matter shows only slight familiarity with it; not enough knowledge of it to be of practical value, or to enable student to do creditable advanced work in the same line.
 - c. Mechanical execution careless.
 4. Tests:
 - a. Direct questions seldom answered correctly.
 - b. Leading questions fail to develop intelligent response.
 - c. Whatever part the pupil might take in general discussion is usually bluff or digression.
 5. General Attitude: a. Inattentive. b. Often rebellious. c. Generally destructive.

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Democratic Participation In An Art Exhibit

ELSIE POST LONG, *Supervisor of Art, Demonstration Schools, Northeast Missouri State Teachers College, Kirksville, Missouri.*

FOR SOME time it was the opinion of the teachers and supervisors in the Elementary Demonstration School that something must be done about annual art exhibits; they were not keeping step with modern trends in education.

What was the purpose of such exhibits in public schools? Were they to entertain or were they to instruct? Were they to exploit the work of the talented minority or were they to give a fair representation of the activities of the majority? Should they be limited to painting and drawing or should they show the inter-relation of art and other school subjects?

We had been holding no annual art exhibit for we were opposed to the traditional custom of mounting the work of a few talented children and filling the school rooms and halls with the mounts and inviting the public to see them. We had visited too many such exhibitions and had seen stilted, lifeless drawings and paintings, very good in technique, perhaps, but featuring the work of a small percentage of the children. Many of the pictures had been touched up by the teacher or art supervisor in order to make them look as finished as possible. Since the work was frequently judged by adult standards, the teachers felt that they had to exhibit products that looked as near as possible like the work of adults. The whole affair was too often artificial, even to the point of dishonesty in many instances.

The Demonstration School Faculty realized that we owed it to our patrons and to the Teachers College Students who were studying elementary education to have a time near the close of the school year when we might say to them, "Come, see what we have been doing during the entire year, not what we have prepared for exhibit purposes only."

Ours is more or less an activity school. Since we believe in children creating and participating, that philosophy must be reflected in our annual exhibit. As the result of our thinking we inaugurated—

A Demonstration-Exhibit

The first time we held the demonstration-exhibit, it was more or less of an experiment. We were demonstrating a theory as well as art work. We did not know whether it would appeal to the public or not; although we knew our children pretty well, we were placing responsibility upon them in a new situation and we couldn't foretell just how they would react. Before the evening was over, we had no qualms about our theory working out beautifully

in practice and it is now an established part of our regular year's work.

The organization of the demonstration-exhibit is as follows: Guides, identified by official badges, are stationed in the halls and classrooms to conduct the visitors through. The guides in each room are children from that grade. In the first grade, one finds six and seven year old children ready to show him and explain to him the mounted pictures, sandtable or any other work of that type. Then there are groups of children sitting at tables around in the room demonstrating how to draw ducks, or how to cut paper tulips, or showing Daddies how a real carpenter makes chairs out of orange crates, or telling of some other activities in which they have been engaged during the year.

In the second grade, in addition to the mounted work, one is likely to see an Indian tepee eight or ten feet high with "real Indians" carrying on the pursuits of their people; making pottery by the coil method, smoking a peace pipe, weaving a basket, making a bow and arrow, and so on—that are not posed for the exhibit. The children enact for the benefit of the visitors the very things that they did earlier in the year when they were studying Indian life. In this same grade one would be almost sure to find children demonstrating how they made their Mothers' Christmas gifts by the tie-dye method.

It would take too much space to tell of all the demonstrations and explanations going on in each room. Among the many interesting one might be:

1. Historical friezes.
2. Tapestries made when studying life in the castle.
3. Story of rubber represented in a series of stage settings.
4. The covers of the school magazine being block-printed.

We feel sure that our results justify our point of view and the effort we are making with our demonstration exhibit because:

1. Practically every pupil is participating in one way or another and taking almost full responsibility for making the evening a success. The teachers are scarcely in evidence at all.
2. An ideal life-situation is provided for developing qualities of leadership, self-control and co-operation.
3. Unusual opportunity is given for oral expression.
4. Parents realize the informational value of such an exhibit and say to us, "I did not know that one could learn so much in one evening as the children have taught me this evening."

EDUCATION AND CRIME PREVENTION

By LEWIS E. LAWES, Warden of Sing Sing Prison.

An address delivered before the State Convention of the M. S. T. A., Nov. 15, 1929.
(Stenographic Report)

I WONDER what the Doctor thought about me when he was speaking of nodding, whether he was talking to me or talking to you. Which reminds me over in Kansas City the next to the last speaker last year I believe, at the same conference at one of the meetings the Judge spoke of, the next to the last speaker talked beautifully, splendidly, entertainingly, but long. Finally about ten minutes was left of the time; he thought he should say something and we had the last speaker, so he said, "Major Lawes is the last speaker"—that wasn't the name, however,—“he is a war veteran; he was wounded; he has been to France for you; he has gone through Hell for you and you should do the same thing for him.”

I, too, am happy to see some familiar faces. Don't misunderstand me.

It really is a pleasure to speak before this wonderful audience. I have three daughters in college. My only college training was about eleven inches of that famous five foot book shelf. But I do realize, I have an opportunity perhaps more than most people to realize, what a wonderful work you are in. And yet I think you could do more. I will tell you later.

If you were to ask the average man what to do about this crime problem he would sum it all up in a few words, "Hang all those who kill; send the rest of the criminals to prison for their natural life; sterilize the mentally defective and spank the juvenile offender and send him to bed." Well, that reminds me of a story that was really true. I told it today but it is illustrative.

At an examination being held in New York City by the civil service commission for the position of inspector in the Health Department, a number of men were trying this examination, and one of them, a husky, ambitious and self-assertive young Irishman, answered the question propounded to him as if he knew what it was all about. The question was: "What are rabies and what can be done for them?"

He promptly replied that, "Rabies is a Jewish priest and you can't do a damn thing for them."

Many people believe that of the criminal. Today we have 125,000 men in prison in the United States, a number about equal to the standing army. Fifteen million people have been arrested, five million people have served jail terms, reformatory, work-house, peniten-

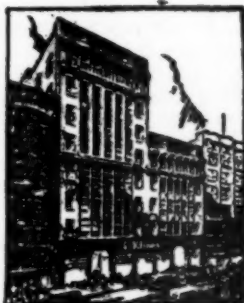
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tiary or prison terms. So it is a serious problem, viewed from the standpoints of civics or economics, or whatever way you want to look at it.

A prisoner once said to me, "There are only two classes of people in the world, Warden."

I said, "What do you mean?"

He said, "Those people that are in jail and those that ought to be."

"No," I said, "you are wrong. There are three. There are those people who are in jail, those who are on the way, and those who will never get there." And we are interested, you particularly, in making that last group the big group.

I was interested today in coming in on this Spirit of St. Louis. I looked up a paper. I think it was the Globe-Democrat, a very fine paper. I read on the first page one murder acquittal, two embezzlements, one was an investment house and one a bank; a negro received seventeen years for stealing a \$5.00 sack of flour; a host of Jones Law indictments by the grand jury; a burglar gets \$710.00; a convict who escaped returned voluntarily; an alleged bootlegger held for shooting—these are all headlines. Then sandwiched in between, two men, lawyers, to discuss, "Is there a Disrespect for the Law and Why?" A bank robber wanted for murder arrested; Washington refused to pardon whiskey makers; girl mother of sixteen freed after killing father; Marion murder trial set; autoist with liquor in car fatally shot by Federal agent; troopers win battle against ale fleet; bookkeeper lost \$209,000 of firm's on stocks; how group in Flint Bank took \$3,500,000 loot; host of Jones indictments expected; eighty-six indictments, sixty-three in day, returned by United States jury; slayer gets ten years, twenty-nine years after crime; bank robbery nets six bandits \$10,000; youth thought drowned is held on auto charge; Dyers Union President arrested for forgery; man and wife tied up in home and robbed; dry agent is found guilty in shooting. I didn't go into the home economics page, or the sports or financial sections, but it would indicate we have some crime in that. That is one paper and quite a conservative paper compared with what some of ours are.

So that you see the problem is one you are vitally interested in. Every man, woman, boy or girl who commits a crime and is arrested, indicted, convicted, brought before the judge and sentenced, he goes to prison. The public promptly forgets him. We in the prison must receive him as an individual. The public has forgotten him. They shouldn't, because after all ladies and gentlemen, the problem doesn't end when the prison doors close upon that man or woman no more than the problem begins at the commission of that particular crime.

A recent survey of the field of legal research reveals the formation of one hundred and seven separate and distinct projects throughout the United States, aiming at the solution of crime

problems in all their varied phases. A remarkable attack indeed, if properly coordinated, with sufficient weight to batter down notions that have become moribund, replacing them with progressive thought and practice which conform to modern social conditions.

On a par with these agencies, though perhaps less formal, stand the educational institutions of our country, the great public school systems, high schools and colleges. The apparent abortiveness of their efforts as affecting crime problems, is not due to lack of sincerity, but rather to their immaturity and failure to keep apace with the changing movements of modern life.

Every thinking citizen is thrilled with the thought of the great army of children, thirty millions of them, who daily march to their classes to imbibe learning and wisdom at the feet of their million teachers. We are shocked to find, however, that the majority, by far the greater majority of our prison populations were at one time or another members of that great multitude; they were during some period of their childhood, pupils in city or rural schools upon whom was expended a portion of the two billion dollars which the nation pays to educate its youth.

The public is not generally aware of the fact that only thirteen per cent of all crime throughout the country is committed by illiterates, the balance of eighty-seven per cent by persons with some measure of schooling. It is of interest to find that nineteen per cent of all crime is committed by men and women whose schooling was limited to the third, fourth and fifth grades; fifty-four per cent by those who reached the sixth, seventh and eighth grades; twelve per cent have had high school training and two per cent have been to college.

Is the fact that more than eighty-seven per cent of criminal acts are committed by persons who reached the upper grades of public school sufficient to warrant a general indictment against our educational programs? Has the public school failed in some important function so as to render impotent its influence on adolescent youth? Are teachers inadequately trained, or are school curricula deficient in content? Is education more than by mere rote, and is it true, as Oliver Wendell Holmes aptly remarked that the best way to train a child "is to begin with its grandfather?" Is there need for "education for the educated" in the sense that our leaders in the various professions, Law, Medicine, Politics, Statesmanship and the like, need continued enlightenment and instruction to enable them to understand the course of human conduct as it is manifested in emotional reaction toward social evolutions? We should study the facts as they are and not be bound always by tradition.

I am reminded of a story of a French official. He was the essence of courtesy and there was a lady appeared for a passport. He couldn't hurt her feelings (he just wasn't built that way) because of a disfigurement, and so he made

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out his report, "Eyes dark, beautiful, tender, expressive, but one missing."

I think whatever the facts are that we have got to face them. These are matters that merit serious consideration. They constitute in the aggregate the sum-total of progressive civilization and upon their solution depend our prospects for gradual diminution of delinquency and crime problems.

The results of the numerous fact-finding surveys that aspire to discover, each in its particular sphere, a panacea for delinquency and crime, are not always conclusive or convincing. I am reminded of the expert who was called in to start a motor in a factory after the operator, the foreman and the plant engineer could not start it. The expert took one quick look at the machine, tapped it several times with a hammer, and told the operator to start it.

His bill was Fifty Dollars; when the superintendent asked for an itemized statement, he got this:

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Mere fact-finding will not avail us, mere criticism of current conditions and crying "Wolf" can have no constructive results. We should approach these problems without preconceived notions. Facts and figures are important only as we understand their application, which also reminds me of something.

Back in New York State, in the little city of Elmira, the superintendent or rather the president of the Chamber of Commerce was reading a report on the health of the city. He was very proud and he said, "Ladies and gentlemen, I am indeed happy to state that our health record is marvelous. Better than ever. Our death rate is 10.9." Some one from the floor who probably desired to embarrass him, said, "Mr. Briggs, what do you mean? A point of information about 10 and 9."

"Why," he said, "for every 10,000 of our population, sir, I mean that ten people are dead; nine are at the point of death."

So we have got to interpret them rightly after we meet them.

A logical discussion of these problems leads us far away from mere schooling. It has been well said that a man may carry a Ph. D. degree and a burglar's kit at the same time. Teaching a boy to write may prepare him for a career of forgery; the proficient mathematician may become a notorious bank embezzler; the artful debater may develop into a "high-powered" salesman of bogus bonds; the boy who leads his chums in marbles may grow up to be a confirmed gambler; the student with a predilection for chemistry may become a poisoner of no mean ability. Judged by commonly accepted standards, all these boys achieve some measure of education. The school system that limits its scope to the three R's, and co-related subjects, and the teacher who is contented wholly with recitations and his pupil's response to ocular and oral instruction are very much like the schoolmaster, you (addressing Judge Lashley) so ably illustrated with all his custodes, and words he didn't know. After all education is of social value only when socialized.

I could not venture, in this presence, nor is it essential to our discussion, to dwell upon the more intimate problems that are now agitating the teaching profession. Whether a man or woman teacher is better suited for the boy or girl, whether large or small classes are to be preferred, whether the school year should be lengthened and the vacation period correspondingly shortened, whether a definite portion of the school should be devoted to religious instruction, these and many others belong almost exclusively to pedagogic thought. I realize that school authorities, like many other administrative departments, are slow to adapt themselves to changing conditions.

In a larger sense the school is the guardian of the country's youth and should embrace all possible agencies that have to do with child guidance. Modern youth is no better or worse than its parental predecessors whom it displaced. "The younger generation is going to the dogs" is a statement found inscribed on a statue recently unearthed on the site of ancient Ilium. "They tell me," said a well known educator, speaking to a recent University convocation, "you are a tough generation and you are. And so were your fathers and mothers, I knew them."

I recall in New York last week a mother came into the room and found her daughter smoking a cigarette. She said "Dolly, don't you know that isn't ladylike. What would your grandmother think if she should see you smoking that cigarette?"

"Oh, I don't know, mother. I presume she would think I was effeminate. I understand she smoked a pipe." (Laughter)

The school boy of today is largely urban; his education is therefore frequently one of the problems of city government. It requires vision—the far seeing vision that builds for future security and development of a people—the vision that conceives a Panama Canal, that constructs immense dams to change age old deserts and waste land into fertile soil to feed the untold millions of the future; that builds railroads, bridges and subways and invents electric lights. The school system is a purely human agency and cannot be treated as a mechanical apparatus. It is not a slot machine, in which we insert several billions of dollars expecting to gather in return, without further effort, a crop of new citizens. There are wonderful machines today that do not require the touch of human hand or guidance. One inserts the raw material on one end, it passes through a series of convolutions, and at the opposite end it drops the finished product. The human mind will not yield to such mechanical or mass treatment. It is well to bear in mind that the day's lessons do not have the same meaning to any two pupils, who rarely listen alike; the difference in listening may be explained in terms of their respective social situations. Consequently, the teacher should be trained in social analysis.

A recent survey of a sub-committee of the New York Crime Commission shows that young thieves display marked aptitude for mechanical work and obvious ability along that line. They found also that problem boys are duller in intelligence than their normal broth-

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ers and though, on the average, inferior to their brothers in school work, they were not only superior to their normal brothers in mechanical ability but were also smarter in that line than a group of unselected school children who were older than they.

The school by including in its curriculum a plan for vocational guidance, a trade school, wherein this mechanical bent could be directed and developed, would add greatly to its influence on youthful behavior. Speaking as one who has to do with adult misfits, I feel that in the case of almost every one of my wards, an appraisalment of individual adaptabilities in childhood with sympathetic guidance would have saved the prisoner before me to better life.

It is a far cry from the little red school house of pioneer days to the imposing structures that house America's thirty million children today. It is a much greater jump from the three or four months school term of early days to our present system of compulsory education. But there is marked similarity between the teacher of that period who taught her class to "read, write and cipher" and our modern teacher who attempts to fit a thousand or more children of any of our public schools to the fixed curriculum of impersonal educational supervision. What a child of early America failed to find in the school, he was taught on the farm. The hardships of frontier life, the struggle for existence in which every member of the household, young and old, participated, worked for clear thinking and stability. There was no serious problem of leisure.

In the transition from rural communities to our present preponderating urban centers, we continued a general plan of common, all too common, education in elementals without meeting the changed conditions of the child's environment. Formerly the child who could not find himself in school atmosphere could always return to the farm—there was no other alternative. Today the child who is deficient, who cannot conform or find himself in book learning, and whom the usual school surroundings do not satisfy has no alternative but the street corner and back alleys.

Not every non-conforming child develops criminal traits; not every boy that steals an apple from a fruit stand or breaks a window pane becomes a burglar or a robber; boys and men go through life under the constant handicap of an inferiority complex, and remain law-abiding; men grumble and protest against man's inhumanity to man during a lifetime of toil and hardship, but spurn the thought of a dishonest dollar; even abnormal mentality is not symptomatic of social antipathy; the children of poor, ignorant parents have risen to leadership among men as champions of the humanities, or in the field of practical and social advancement. Nor has education, as we understand it, deterred criminal tendencies where there exists definite maladjustment to environment or intimate contacts. Such maladjustments may occur in the homes of the wealthy as in the poor homes; it may exist among the children of the finest homes and most pleasant

surroundings as in the slums of our greatest cities.

The ultimate source of behavior is in the individual. There is no royal road to diagnosis of human emotions. Whether crime is the result of responsible or irresponsible motivations can best be left for determination by scholarly criminologists with a preference for didactics. We cannot expect total elimination of social non-conformity. We can, however, hope for its abatement if we apply ourselves, through every possible agency in mitigating the maladjustment by sympathetic measures during formative years.

In attempting to find a common denominator in social welfare work, there is always the danger of strictly scientific and statistical approach. Orderly procedure and regulation do of course require careful records. But research that is based on pre-conceived notions of ill-digested facts is dangerous and leads to misleading conclusions. We are reminded of the efficiency expert who returned the vest of a new suit to the store, complaining that there was a hole too many at the top and a button too many at the bottom.

After all, our understanding of the ills of human mind are meagre. Edison, the master scientist, conceives the sum total of all knowledge as one tenth of one per cent. I do not know how he arrived at his estimate, the fact is however, we are just beginning to understand the complexities of the nature of man. With the material at hand, with the information at our disposal, our social agencies, our schools and colleges have done remarkably well.

In one respect particularly our public schools have met the behavior problem with sanity. Many of our educators no longer retain corporal punishment as part of their supervising regulations. They have come to realize that if mere brutality were the solution of conduct problems, our forebears, should have been saints—and we know they were not.

Heredity, environment, mental or physical abnormalities, to which, in whole or in part, many of us attribute the variations of human life, fall before the ultimate source of all behavior—The Individual. Many beautiful souls, some of the most admirable characters in history dwelt in dwarfed and decrepit bodies; and it has often happened that an insignificant physical blemish was the producing cause of a distorted mentality that brought untold misery and suffering not only to itself but to its fellows.

After all, to understand and control human behavior should be the greatest of all functions of education. How can that be accomplished? First of all, by supplementing in our public schools, the teaching of the three R's by three C's—training for Character, Co-operation and Consideration. Character that shall enable the growing youth to withstand all vicissitudes of life, its temptations and abundances; Co-operation with authority, custom and law; Consideration of the necessities and conditions of his fellow beings; the understanding that perfect liberty for one man may mean imperfect liberty for his neighbors. We can not hope for a Utopia with "Men Like Gods", perhaps that would not be humanly impossible and certainly

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probably undesirable. We, however, aim for the fullest development of our powers to make life more pleasant by translating national "moral disarmament" in terms of personal and social relationship among men.

All human conduct reflects the threefold influence of home, school and church. They are the three main roots through which youth and adolescence derive strength and nourishment for normal development. Weakness or indifference of any of these factors manifests itself in behavior problems. Home influence can not be judged by economic standards. There are homes among the wealthy that do not compare in spiritual and moral tone to those in less affluent circumstances. The homes that are disrupted by legal or extra legal incompatibility; the homes of wealthy or poor, whose parents invariably avoid moral or legal obligations; the home whether in the slums or in the restricted areas, which is indifferent to its parental responsibilities to children—places too great a burden on the other factors, the school and the church.

What a travesty on parental influence on childhood is the case of the father, who as the complainant, convicted his son of burglary, resulting in a five year sentence in Sing Sing Prison; or that of the mother, who, at the behest of the Magistrate, decreed for her son a six months term at the Penitentiary; or that of the husband in a New Jersey town, who caused the arrest of his wife on a charge of disorderly conduct; or of the sixteen year old boy who stole a large amount of cash and bonds because, as he explained it "his home life did

not satisfy."

There are those who despair of alleviating deficiencies which, they claim, are hereditary. As a matter of fact, heredity alone is never the sole cause of delinquency or crime. It may pre-dispose, but is seldom the producing factor. In the State of New York where a special department for parental training has been organized, the Children's Aid Society reports that out of thousands of boys and girls of alleged unfavorable heredity eighty-seven per cent have become creditable members of society. In Minnesota, a special study was made of the moral condition of about one hundred young people who were doomed in the hereditary theory to a life of bad character. Eighty-three per cent of them were found to be developing into splendid manhood and womanhood. All evil tendencies had been successfully checked by enlightened home training.

And thus we come to appreciate the necessity for educating parents, if we are to have homes that fit in with character building. It is encouraging, in this connection to find that the recognition of this factor has led to the development of the National Congress of Parents and Teachers, which in a decade has grown from a membership of 200,000 to its present 1,390,000. The co-operation between parents and teachers must redound to the benefits of growing generations.

"Men are bundles of complex inconsistencies" writes a recent author, "not to be summarized in any formula." It is the function of the school, as the natural supplement of the home, to analyze those inconsistencies and by individual treatment, guide personality to normal adaptations. It may be true that the world owes no man a living, but there can be no doubt that the world does owe every boy and girl a well rounded education, enabling them to meet the exigencies of life.

It is now well established that low intelligence is not necessarily a menace, but that definite types of work appeal to various types of intelligence, and that frequently lower orders of intelligence may have personality traits which make it actually easier for them to live well adjusted lives than other more gifted intellectually.

After all, there is a very thin line of demarcation between normal and abnormal. The inspired poet gave utterance to this thought:

"Great wits," said he, "are sure to madness near allied

And thin partitions do their bounds divide."

Expressive of our common failings and uncertain powers is the more popular refrain:

"See the happy moron,
He doesn't give a damn,
I wish I were a moron,
My God! perhaps I am."

Education is more than mere teaching of facts. The child learns as much in the streets as in the classroom, consequently the guiding arm of the school must accompany the pupil beyond actual school limits.

If there is any weak link in our school system, it is in what has been aptly termed its

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"lock-step" educational methods. Its sameness and fixed pattern makes no provision for personality or individuality. If popular education has failed at all it has failed because of its tendency towards the "painless method" of instruction which pre-supposes and is peculiarly adapted for ready made intelligence. The well rounded education that will train the child for good citizenship demands that the present curriculum be supplemented by supervised leisure, by vocational guidance and training and by effective handling of delinquents.

That leisure is an important factor in schooling was recognized by educators throughout the ages. The ancient Grecian philosopher taught that "preparation for the right use of leisure should be the chief end of education." It is a most potent influence in encouraging a clean outlook on life. Boys, as well as adults, will play in groups. The boy who is a member of a gang can not be effectively treated, except in relation to the life of the group of which he is a part. The welfare of human society requires the development of a strong social consciousness in each individual. Mental snarls can best be avoided and ironed out in informal but healthy social relationships. It has long become apparent to educators and social workers that juvenile delinquency gives way before supervised playgrounds. Some of our larger centers of population report that wherever new playgrounds are opened, juvenile delinquency in that neighborhood drops eighty per cent. And yet, reliable authority has it that three out

of every five children in our greatest cities are without adequate opportunity for wholesome play.

Not so very long ago, one of the battle cries of a municipal election was, "A seat for every child in the public schools." Equally important to my mind is the provision for healthy recreation for every school child. Youth must be active to be contented. Guide that activity and you have solved the problem.

Is vocational guidance a proper subject for school administration? Many children are manual minded. It is said that twenty-five per cent of pupils who enter high school are not adapted to pursue the traditional high school curriculum with profit. The percentage in elementary school is much higher. Book learning has no special appeal to those pupils and they gradually fall by the wayside as truants. Truants are potential delinquents who ultimately find themselves within prison walls. They constitute the human scrap-heaps which permeate cross-sections of our population with misery and tragedy.

There is room in our public school systems for psychiatric and psychological analysis with a view of determining individual predispositions and equipment. Children do not generally follow in their fathers' footsteps in the matter of vocation. According to a recent survey only ten per cent chose their parents' occupations. Twenty-eight per cent of 1,211 students gave "interest in or liking for the work" as reasons for their choice of careers, the rest drifted

haphazardly into their present employment.

Permitting pupils to leave school at any age without some training for definite occupation is to invite instability and irresponsibility. Vocational guidance and training speak for self-confidence.

"To each is given a bag of tools,

A shapeless block with a set of rules

And each must build ere life is done,

A stumbling block or a stepping stone."

When, if not in formative years, where, if not in school, should the child be guided to responsible vocation? Only recently we had investigations to determine predictability among prisoners for parole. Prediction in prison comes too late. There should be some method of determining inclinations and fitness for definite vocations during childhood and school

careers moulded accordingly. Among the ten pre-requisites for the educated man mentioned recently by a well known educator, I regard as the most important that "an educated man must have not only general culture but also training for specific occupation."

With vocational guidance there will be less truancy and less work for juvenile courts. In a recent check-up of our prisoners at Sing Sing, we find that sixty-five per cent left school before the eighth grade; sixteen per cent never had training beyond the elementary grades, making a total of eighty-one per cent who at one time or another had contact with public schools. Except for a small minority these men have no well defined calling or trade. The expense incurred in training these men during childhood would have been returned ten-fold in economic power of industrious citizenship that was dissipated in the human scrap-heaps that fill our prison today.

Many of our prisoners seek to correct their early deficiencies and make use of their years of imprisonment for better technical training through Correspondence Schools. In one State alone, out of 5805 students in the Correspondence courses conducted by a State University, 1,232 or nearly a fifth were prisoners in the State Penitentiary. That State is paying a long deferred debt to those men.

Will the American child respond to these influences? I can but point to the successful innovation of the saving habit among pupils as an evidence. From small beginnings, the monies deposited by school children throughout the country now averages more than ten millions annually. The total deposits aggregate over fifty millions. This project makes for understanding in the use of money and self discipline. The school should encourage further training in the practical business of life.

Viewed in the light of these considerations, I am firmly convinced that the juvenile courts with their adjuncts of so-called protective institutions and reformatories no longer have a place in American jurisprudence. The child who because of truancy or any other reason, is compelled to face a judge in an atmosphere of legalism and oppressive procedure, soon finds himself on the path that leads to major crimes. Unless he is utterly incorrigible, the errant youth should not lose contact with school influence, he should have the more sympathetic guidance of teachers than the police. The adjustment of misfits should be in the hands of specially trained educators rather than by impersonal institutional supervision. I venture the opinion that vocational training for these children in an atmosphere of normal living would definitely check anti-social tendencies. The juvenile court has served its day, it has outlived its usefulness and should give way to the more advanced, more intimate and more efficient methods of child training.

Shall we speak of higher education? The man with college education who has received the advantages of training for definite calling? He averages two per cent of our prison population. He is generally the occasional criminal,

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the victim of emotional impulse or possibly of circumstance. He is seldom the professional criminal and few college men serve more than one term in prison. They do not generally commit crimes of violence. The fact, however, that they are in prison at all is evidence of the fact that education is no deterrent, if unaccompanied by self restraint and character training. It is evidence of the fact that crime is not the result of any definite factor; that no person is aware of his capacity for good or evil until circumstances put him to the test; that character training is a slow process which persists through life.

I am soon completing twenty-five years of continuous prison service, during which I have been in personal contact with over thirty-five thousand prisoners. Looking back over that period, I can visualize that large army marching through the years, every man with a knapsack filled with tragedy and disappointment and disillusionment, that grows heavier as the procession plods its weary way. Each bears his burden in his own peculiar way. There are deep facial lines reflecting mental anguish, there are stooping shoulders, the aches and pains of the lame and halting.

Whence came this struggling column? They are our neighbors, our friends, our sons and daughters, whose youthful perceptions failed to observe the imperfect guide posts of a maturing, restless civilization; whose defective vision beguiled them from well traveled roads to by-paths that lead to the land of no-where. How to direct these hosts in their return to broad highways is the subject of wide study on the part of the one hundred and seven agencies that are now conducting as many surveys. You, men and women of the teachers profession, really the foremost of all social agencies, can help in the avoidance of these by-paths by providing more certain guides to youthful stragglers.

There is the story of the traveler who lost his way. "After having walked eleven hours," he narrates, "without having traced the print of human foot, to my great comfort and delight, I saw a man hanging upon a gibbet. My pleasure at the cheering prospect was inexpressible, for it convinced me that I was in a civilized country."

I believe that we have definitely abandoned the gibbet, with all its implications, as an outpost of our civilization, and that out errant youth, striving to discover the path that leads to happiness, normal living and self expression, will be cheered at the sight of our new outposts—THE SCHOOLS, pointing the way to understanding, learning the clean living, to vigorous manhood and womanhood and good citizenship.

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ITEMS OF INTEREST

Author Asks That Error in Article Be Corrected.

Professor E. A. Collins whose article "The Relation of Intelligence to Success in Teaching", appeared in the March number of School and Community, asks that this statement be made regarding it:

"The caption in Table Two in the article 'The Relation of Intelligence to Success in Teaching' should read 'Score' instead of 'Intelligence Quotient' and in the discussion of this table the word 'Score' should be substituted for 'Intelligence Quotient.'"

FUTURE FARMERS TO HOLD PUBLIC SPEAKING CONTEST AT COLUMBIA

AN ORGANIZATION known as the Missouri Association of Future Farmers of America is to hold a public speaking contest in Columbia on May 1st to select one contestant to represent Missouri in the central regional contest. Thru these central regional contests, of which there are four in the United States, will be selected four representatives to enter the final contest.

The contestants in this preliminary must be eligible to enter the national contest and must agree to participate in all future contests of the series until eliminated. A ten minute limit is set for each oration and the contestant will be allowed five minutes of additional time to defend his production against questions which may be asked from the floor.

The Executive Committee in charge of the Missouri meet is composed of Guy E. James, State Advisor; Paul Zillmon, President; Oscar Schieni, Treasurer and Leslie Fry, Secretary.

THE ST. LOUIS DISTRICT OF M. S. T. A. HONORS SUPERINTENDENT GERLING

A banquet was given in honor of superintendent Henry J. Gerling, President of the Missouri State Teachers Association, in the Ball Room of the Hotel Statler, on Tuesday evening, March 4, by the St. Louis District of the Missouri State Teachers Association.

Mr. Paul J. Miller, President of the St. Louis District Association presided at the banquet and welcomed Mr. Gerling.

Mr. Gerling brought an inspirational message to the teachers of St. Louis. He made a plea for academic freedom and urged that the services of the teachers be dedicated to the exaltation of truth. "Let us have courage" he said, "to say what we think of educational theories and measures". The greater part of Mr. Gerling's address was devoted to a philosophical consideration of the two sides of the teaching profession—the practical side of every day action and the inner reflex side for the development of thought. "Teachers", he said, "must follow the social scientist whose

laboratory is not secluded but deals with people in the broad expanse of the earth. They must seek the truths of life in the stream of life. The aspiration of the teachers must be to nurture the lives—both heart and minds of the children”.

In addition to Superintendent Gerling's address other talks were made by Mr. Arthur A. Blumeyer, President of the St. Louis Board of Education, Mrs. Elias Micheal, Member of the Board of Education, and by Mr. Arthur S. Werremeyer, Chairman and Mr. Murphy and Mr. Cook, members of the School Tax Campaign Committee.

Many songs were sung during the meeting and two songs, especially, The Old Columns and Old Missouri, were sung as a special honor to Superintendent and Mrs. Gerling, both of whom claim “Old Mizzou” as their Alma Mater.

Five hundred and fifty guests were present.

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PICKERING STUDENT WINS THEME CONTEST

Alice M. Smith, a senior student in the Pickering High School was awarded the fifteen dollar prize offered by Purd C. Wright, Librarian of the Kansas City Library. This contest was open to the public schools of Nodaway county and the subject of the essay was “The Need of a County Library.”

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THE NATIONAL ADVISORY COMMITTEE ON EDUCATION

One of the most interesting and promising pieces of constructive work that is being done at the present time in the field of education is that being undertaken by the National Advisory Committee on Education. This committee appointed by the Secretary of Interior with Executive approval is endeavoring to determine what the function of the Federal Government should be as regards the public schools. They are concentrating their attention on the essentials, and not on the superficial machinery. They are seeking to find what needs to be done by the government and are leaving alone the problem of political mechanisms for doing it. In this policy they are at least logical.

Perhaps the N. E. A. and other organizations have been too intent on the determination to have established a Department of Education with a secretary in the president's cabinet and have not been enough concerned about the functions of the office. It seems, at least, that they have been willing to strip the proposed department of most of its functions or to establish it without definite responsibility, if

only they might secure the office. Their chief argument—that education deserves the dignity that such an office would give—has never seemed to have much compelling force. Perhaps, the most vital asset of education in the United States has been its lack of dignity. Dignity is not dynamic. Its leading characteristics are rigidity, coldness, lifelessness, inertia. Certainly the old bureau of education has in recent years given us enough of these. A department of education that would congeal education is certainly not the kind that we need.

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We have a measure of faith that the National Advisory Committee on Education will do much to determine what our federal functions in regard to education should be. It is working on such questions as the following:

The equalization of educational opportunity. Federal aid in establishing the machinery for education, houses, teachers, etc., without in anyway determining or influencing the subject-matter or the spirit of teaching. Dean Russell has aptly described these two phases of education as the "externa" and "interna" of education.

What education is beyond the scope of the states and yet clearly of such national importance as to demand national support: How far is the federal government responsible for the indoctrination of its young people with certain ideals of citizenship?

Meanwhile the committee seems to have agreed on certain functions which are proper for the Federal Government to assume. These are: research on basic educational problems, the gathering and dissemination of data concerning education at all levels. (We hope with enough dispatch to make them available as working material and not interesting merely as information concerning past generations), the maintenance of adequate educational libraries accessible to the public, the making of legisla-

tive digests and the compiling of information for the use of state legislatures, and the furnishing of experts to cooperate in state and community surveys when so requested.

With men like its chairman, C. R. Mann, its director, Henry Suzzallo, and members like President Lamkin, Dean Russell, Superintendent Cody, Dr. Judd, Geo. D. Strayer and others equally able and well known the public should and will have confidence in the findings of this committee. It will, no doubt, clarify the issues, and at least give to the public a set of standards that will help us to determine our goal and to chart our educational course.

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ST. LOUIS HIGH SCHOOL TEACHERS HONOR SUPERINTENDENT

On March 8th the St. Louis High School Teachers' Association gave a luncheon in honor of Superintendent of Schools Henry J. Gerling at which over four hundred high school teachers were present. The luncheon was served in the Gold Room of the Jefferson Hotel. H. R. Tucker, President of the Association presided and addressed the meeting on the subject "What Are We For?" The president of the Board of Education, Mr. A. A. Blumeyer gave a short talk and Superintendent Gerling also talked briefly in appreciation of the honor rendered him and of the splendid loyalty and cooperation of the teachers of St. Louis. The program also included several selections of music and a reading by Mrs. Irma Schira Tucker.

CONFERENCE PROCEEDINGS BASIS OF BOOK BY PROFESSOR SUHRIE

"Problems in Teacher Training" (Vol. IV, distributed by the New York University Book Store) has been off the press for several weeks. It is a compilation, by Professor Ambrose L. Suhrie, of the "Proceedings of the 1929 Spring Conference conducted by the Normal-School and Teachers-College section of the New York Society for the Experimental Study of Education."

The meetings of the conference were divided into three parts, one following the other. The first was that of Administrative Officers, its major topics being "co-operation in attracting, selecting, and training a professional staff for the teaching service" and "co-operation in setting up policies and in administering programs of service in a state system of teacher-training institutions." The second was that of Instruction Officers, the major topics being "the teachers college program of education in the effective use of English, a student-faculty co-operative enterprise" and "the teachers college program of education in health, a student-

faculty co-operative enterprise." The third was a Conference of Students, its major topic being "student co-operation with each other and with the faculty and administrative officers in teacher training institutions."

There was manifest, throughout all the conferences, a rare spirit of devotion, enthusiasm, and co-operation. Meetings began and closed on time; there was serious consideration of the problems in hand with a reasonable mixture of jollity and fun.

Every page of the proceedings is quite worth reading with care. Quite properly the conference has renamed itself "The Eastern States Conference of Normal Schools and Teachers Colleges." Its fifth annual meeting will be held at the Hotel Pennsylvania, April 11, 12, 1930. Its further progress will be studied with interest.

—Eugene Fair.

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The above is the name of an organization which is neither feudalistic nor old fashioned as the principal words of its title might imply. It is an organization of schoolmen, conceived and organized at the summer session of the Northwest Missouri State Teachers College last summer. It has for its purpose the study of problems confronting schoolmen, and the general improvement of the schools through the discussions that grow out of common problems.

The Knights of the Hickory Stick are not hampered by constitution or by-laws and the organization has but two officers, a president in the person of Superintendent F. L. Skaith of Gower, and a secretary, Superintendent Claud Trower of Altamont.

All men interested in school administration and supervision are welcomed to the meetings of the Knights which occur monthly at places selected by a committee which also plans the programs for these meetings. These programs usually consist of an address by a selected speaker followed by a free-for-all discussion.

The schoolmen of Northwest Missouri are boosters for this organization. The meetings this year have demonstrated the wisdom of President Uel W. Lamkin, Professor H. T. Phillips, Superintendent Leslie G. Somerville and others who saw the need for such an organization and who fostered its development.

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